

INSPECTION REPORT

WEST ACTON PRIMARY SCHOOL

Ealing, London

LEA area: Ealing

Unique reference number: 101876

Headteacher: Mrs W A Dixon

Reporting inspector: Mrs T Chakraborti
12603

Dates of inspection: 22 - 26 May 2000

Inspection number: 220334

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Noel Road Acton Ealing London
Postcode:	W3 0JL
Telephone number:	020 8992 3144
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr N Sumner
Date of previous inspection:	November, 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
T Chakraborti	Registered inspector	English English as an additional language	What sort of a school is it? The school's results and pupils' achievements How well is the school led and managed?
P Dannheisser	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents? Accommodation and learning resources
J Forward	Team inspector	Geography Music Under-fives	How good are the curricular and other opportunities offered to pupils? Assessment
M Fowler	Team inspector	Science Design and technology Physical education Special educational needs	
T Neat	Team inspector	Mathematics Art History	How well are pupils taught?
C Worthington	Team inspector	Information technology Religious education Equal opportunities	Staffing

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Inspection Quality Division
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

West Acton Primary School is much bigger than an average size primary school. It currently has 405 pupils on roll together with 50 part-time children in the nursery. Over half the pupils speak English as an additional language and many of these pupils are in the early stages of learning English. The school's pupil population represents a wide range of ethnic, cultural and linguistic diversity. There is high mobility in the school. The school is amongst the highest of the schools experiencing pupil mobility. It takes in and loses children on a near weekly basis.

The percentage of pupils eligible for free school meals is above the national average. The percentage of pupils with special educational needs is in line with the national average.

The level of attainment of the pupils on entry to the school in reception classes is average, even though a considerable number of children enter the nursery with little or no English.

HOW GOOD THE SCHOOL IS

West Acton school is a very effective school. It provides good quality education which meets the academic, social and emotional needs of its pupils very well. The school has a strong commitment to equality of opportunities and promoting the wellbeing of its pupils. Its aims and values permeate through its caring ethos and its curricular provision. The school provides good value for money.

What the school does well

- Relationships between staff and pupils and between pupils themselves are excellent.
- Monitoring, support and guidance for pupils' academic performance and personal development are very good.
- Pupils have very good attitudes to learning.
- Teaching is good overall. Teaching is very good for children under five.
- Overall provision for children under five is very good.
- Provision for pupils with special educational needs is very good.
- The school is well led and managed.

What could be improved

- Improve the effectiveness of the school development plan further.
- Implement the good existing assessment procedures in information technology.
- Devise and implement an attendance policy.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1997, when it was judged to have serious weaknesses. A subsequent report by HMI from OFSTED a year later in November 1998 confirmed that satisfactory progress had been made in implementing the action plan following the inspection in 1997, and most of the key issues had been addressed. The current inspection concludes that the school has now overcome the weaknesses identified in the last inspection and has improved significantly in certain areas, such as the quality of teaching, curriculum planning and assessment and the provision for the pupils with special educational needs.

Curriculum planning is effective and consistent across the key stages. Assessment procedures are now very good in all subjects except information technology, for which the school is at present in the process of building a new suite to improve the provision. The quality of teaching has improved considerably. It is now consistently good across the key stages, with very good teaching for the under-fives. The assessment results are used efficiently to track pupils' progress over the years. Good management by the headteacher and the governing body now ensures that the school development programme is appropriately costed and timescales

and success criteria are specified. The plan supports staff and curriculum development effectively. Policies and schemes of work are in place. Effective monitoring of teaching and learning has been established. As a result standards in both key stages are improving in the current year. Although the standards attained in the 1999 national tests were below or well below the national averages, based on the evidence available, the present inspection team judges that standards are now in line with the national averages in all core subjects. Very good teamwork involving the staff, headteacher and the chair of the governors has taken the school forward successfully. The school no longer has serious weaknesses.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	E	B	D	C	Well above average A Above average B Average C Below average D Well below average E
Mathematics	D	B	D	C	
Science	D	C	E	D	

The school experiences very high pupil mobility and takes in and loses pupils on a near weekly basis. The examination of the school's admission registers confirms this. The table above shows the effect of this and does not provide a true picture of the progress that pupils make during their stay in the school. A substantial number of pupils taking the national tests at Key Stage 2 do not attend this school from the nursery or Key Stage 1 and some come with limited experience of formal education in England. However, the introduction of several strategies to improve the quality of teaching and curriculum provision has proved to have a positive impact on standards. This was confirmed by the thorough examination of pupils' past and present work during the current inspection. Inspectors, therefore, judge that standards in both key stages are improving in the current year. Inspection findings also suggest that as pupils become more proficient in English during the early years in Key Stage 1, they make better progress in Key Stage 2. In comparison to those in similar schools the standards at this age are average in English and mathematics. The trend in the school's results over time in all core subjects is broadly in line with the national trend.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good attitudes to learning. Pupils are keen to learn, and respond to class discussions and tasks responsibly and in a mature manner.
Behaviour, in and out of classrooms	Behaviour is good throughout the school. Pupils show respect for each other and for adults.
Personal development and relationships	Personal development is very good. There are opportunities for pupils to take on a range of responsibilities which they carry out willingly and successfully. The relationships between adults and pupils and between pupils are excellent.
Attendance	Attendance is satisfactory.

Pupils' attitudes to learning and relationships throughout the school are the strengths of the school. These have a very positive impact on pupils' learning.

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

The quality of teaching is good overall. Teaching was satisfactory or better in 98 per cent of the lessons observed of which 43 per cent were good and 21 per cent were very good. Only two per cent were unsatisfactory. The quality of teaching has improved significantly since the last inspection, where nearly 15 per cent of teaching was unsatisfactory. This has a positive impact on standards. Teachers follow the National Literacy and Numeracy Strategies effectively. The management of behaviour and thorough planning and assessment are particularly good features of teaching. All teachers follow the school's established planning and assessment procedures well, which ensure that the learning needs of all pupils are met effectively.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and balanced curriculum relevant to the range of abilities of its pupils. A satisfactory range of extra-curricular activities support pupils' learning and personal development well.
Provision for pupils with special educational needs	Very good provision for pupils with special educational needs. Pupils make good progress throughout the school and take a full part in lessons.
Provision for pupils with English as an additional language	The provision for pupils who speak English as an additional language is good and pupils make good progress in developing their language skills.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils develop a very good understanding of moral responsibilities. The school's provision for its pupils' spiritual, moral, social and cultural development underpins its caring ethos and permeates through the curriculum very effectively.
How well the school cares for its pupils	The school promotes the welfare of its pupils very well through a very effective support system and effective links with external agencies. It has very good assessment procedures for monitoring pupils' academic progress.

The curriculum fully meets statutory requirements. The school promotes its pupils' academic performance and personal development very well.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership and has clear educational direction. She is well supported by her staff.
How well the governors fulfil their responsibilities	The governors fulfil their statutory responsibilities appropriately. The strategic role of the chair of governors is well developed.

The school's evaluation of its performance	The school evaluates its performance effectively, in its development plan, and also through regular analysis of the internal and national test results. Appropriate priorities for further improvement of educational provision and standards of attainment are identified in its development plan. However, the school is yet to develop a system for recording its evaluation consistently.
The strategic use of resources	The school makes good use of all staff, time and its accommodation. Outdoor facilities are used very well to enhance pupils' learning experience in science, physical education and environmental studies.

Adequate and well trained staff and appropriate material resources support pupils' learning effectively.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The school helps their children to become mature and responsible. • Children are making good progress. • The teaching is good. • The school expects children to work hard and achieve best. • Parents feel comfortable about approaching the school. • The school promotes good behaviour. • The school works closely with them. 	<ul style="list-style-type: none"> • Some are concerned that their children do not get sufficient homework. • Some parents feel that they are not kept well enough informed about their children's progress. • Some parents feel that the school does not provide an interesting range of extra-curricular activities.

The inspection team agrees with parents' positive comments. However, the team did not find any evidence to confirm the concerns about homework and information about pupils' progress. The parents' concern about the extra-curricular activities has been discussed with the headteacher. She acknowledges the need for the provision for more extra-curricular activities and aims to enhance the provision in this area with the new funding available this year.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. A considerable number of children enter the nursery with little or no English. Many of the children joining the reception classes during the school year also do not speak English. Children make a good start to their education in this school and make good progress. By the time they begin compulsory education at the age of five, they attain standards that are in line with the Desirable Learning Outcomes. The local education authority's analysis of the baseline assessment results of all the primary schools in the borough demonstrate that the rate of progress made by the children over the year in this school is higher than the overall rate of progress within the authority.
2. By the end of Key Stage 1, the attainment of pupils is in line with the national expectations in English, mathematics, science and information technology. Pupils' attainment in all other subjects of the National Curriculum is in line with what is expected of this age group. They make good progress overall. By the end of Key Stage 2, pupils attain standards that are in line with the national expectations in English, mathematics, science and information technology. In geography standards are above those expected of this age. In all other subjects pupils' attainment is at the standard expected of this age. In religious education attainment is in line with the locally agreed syllabus in both the key stages. Pupils in Key Stage 2 make good progress in all subjects and are achieving well.
3. The results of the 1999 national tests show that, at the end of Key Stage 1, pupils attain standards that are well below the national averages in reading and writing and below in mathematics. In comparison with those in schools with pupils from similar backgrounds, standards are just below average in reading and writing and above average in mathematics. At the end of Key Stage 2, also, standards attained are below the national averages in English and mathematics and well below in science. The national test results over the last three years show considerable variation in attainment in both key stages and the standards in all three core areas have fallen since the previous year. Examination of pupils' performance over the years indicates that this is mostly because of the very high mobility of pupils, the significant number of pupils with special educational needs as well as those more recently admitted with limited English and some pupils with little or no previous school experience. It is judged that pupils are making good progress across the key stages and that the standards in both key stages are rising. The present Year 2 and Year 6 pupils are judged to be achieving higher than last year's cohorts and reaching standards that are expected to be in line with the national averages in all core areas. Examination of the current year's teacher assessment and pupils' assessment records that chart year-on-year progress of pupils support this judgement. Effective implementation of literacy and numeracy strategies, good teaching and very effective use of assessment to track pupils' progress across the key stages are beginning to have a positive impact on the standards of attainment. Four pupils from the current Year 2 have taken the Key Stage 2 national test for English and are expected to achieve Level 4.
4. In English, standards in speaking and listening meet expectations in both key stages. Pupils in Key Stage 1 speak clearly and respond confidently to teachers' questions. They express their ideas and thoughts effectively. Pupils listen attentively and take turns to contribute to discussions. By the end of Key Stage 2, pupils join in discussions confidently and answer teachers' questions with increasing clarity. They demonstrate confidence in speaking to a larger audience when they present their work to the whole class.
5. By the end of both key stages, pupils reach the nationally expected levels in reading. In Key Stage 1, pupils read accurately and fluently from a range of fiction and non-fiction. They discuss characters and plots in stories confidently using appropriate vocabulary. Most are aware of the contribution of authors and illustrators to books. By the end of Key Stage 2, pupils develop a range of strategies to enable them to decipher meaning from print, including contextual clues. They show a clear understanding of a range of literature and discuss key features and characters with appropriate reference to the text. Pupils discuss their favourite authors and explain the reason for their choice,

recounting the significant events. They are familiar with the authors and titles of well-known children's books. Most pupils understand the purpose of a reference library and are becoming efficient at skimming and scanning books for information.

6. By the end of both key stages, pupils attain standards in writing that are in line with national expectations. In Key Stage 1, most pupils know the letter sounds and are able to blend them into words. They spell familiar words correctly and are beginning to recognise simple spelling patterns. The majority of pupils write imaginatively for different purposes, using capital letters and full stops correctly. Handwriting is usually correctly formed and evenly sized, although few pupils are using a cursive script. In Key Stage 2, pupils plan and draft their work systematically, often using word processing to present their work for display. They write in a variety of forms, showing an increasing awareness of writing for different purposes and audience.
7. In mathematics, pupils at Key Stage 1 develop numeracy skills appropriately. They develop their knowledge of sequences such as 'odd and even' and learn to apply their addition and subtraction skills to work out problem-solving exercises. They develop an understanding of fractions and represent the outcomes of their investigations in charts. They make suitable use of computers to set out and print a variety of bar charts. They progress to using mathematical symbols for their work in addition, subtraction, multiplication and division. Higher attaining pupils use their knowledge of the two, five and ten times tables to complete the missing answers in different number patterns. At Key Stage 2 evidence gained during the inspection shows that the attainment of the present Year 2 pupils is in line with national expectations. Early indications are that this year's national test results will be better than those for 1999. Pupils increase their knowledge of the way in which the position of a numeral determines its value, by dealing with numbers to a million and with measurements involving three decimal places. They work confidently with shape and space and calculate the volume of cuboids and use appropriate vocabulary such as 'hypotenuse', 'perpendicular' and 'symmetry'. They use computers effectively to handle mathematical data. Higher attaining pupils solve problems about the cost of plots of land of different sizes.
8. In science, pupils at Key Stage 1 attain standards in line with national expectations. They are aware of the properties of a range of materials and discuss them with confidence. They can predict sensible usage for these materials and realise limitations in their use. They know and can recognise similarities and differences between plants and know about the environments needed for growth. They know plants need water and light for growth. In Key Stage 2, pupils attain standards that are average by the time they are 11 years old. They are able to classify organisms using simple keys. They are aware of the workings of the solar system and the movement of the earth around the sun. They understand the notion of a fair test and are aware of the effect of a range of variables within the test.
9. In information technology, at the end of both key stages, pupils' attainment is in line with that expected of this age. In Key Stage 1, most pupils show good control of the mouse. They move icons with skill and use function keys. They name parts of the computer and explain what they do. Many make pictures in the style of Mondrian and use the word-processor accurately to put in an imaginative title. Pupils at Key Stage 2 devise newsletters and posters, manipulating and combining graphics and text. They have learned to use the internet to research topics such as space exploration. The use of computers for controlling devices and measuring the progress of scientific investigations, however, is in early stages.
10. In religious education, pupils are aware of different religions and learn to appreciate their similarities and differences. They show respect for other religions and beliefs. Pupils in Key Stage 2 have done satisfactory research projects on Islam, Christianity and Judaism involving various media, including the story of Muhammed. They have gained a good idea of chronology through devising a time line of these religions. By the time pupils leave the school, they are introduced to various holy books. By the time pupils are seven and 11 they reach the standards expected by the locally agreed syllabus.

11. Throughout the school, pupils with special educational needs make good progress in relation to the targets set for them in English and mathematics. This is due to precise learning targets in their individual education plans and good teaching.
12. Pupils who speak English as an additional language make good progress overall. The pupils make gains in knowledge and understanding and develop skills in literacy and numeracy effectively in lessons and over time. By the time they are 11 years old, they express their thoughts clearly and confidently and make good progress in writing. Those who are at the early stage of learning English, where supported, achieve well.
13. At the end of both key stages, there are no significant differences in levels of attainment between boys and girls. The school sets appropriate targets for pupils and generally meet the targets.

Pupils' attitudes, values, and personal development

14. Almost without exception parents talking with the inspection team or answering the questionnaire sent to them before the inspection confirmed that their children enjoy coming to school.
15. Attendance figures are marginally below national averages but taking into account the local situation the figures are reasonable. The attendance figures are affected by a significant number of absences, reasons for which are not always obvious from registers, although almost all absences are authorised by the school.
16. Most pupils come in good time, although there is a small minority of families whose children are regularly a little late. The school takes a firm but sensible attitude to these latecomers.
17. Pupils rapidly learn how to relate well to each other. For example the children in the nursery outdoor area are able to share large wheeled toys. In the main playground pupils can share play equipment and show considerable ability to cooperate. The play areas, even when the field was not being used, give plenty of opportunity for active and quiet pastimes, and pupils enjoy their breaks together playing games or drawing and reading at the picnic tables.
18. Class teachers encourage pupils to be considerate. Pupils are courteous and careful around the classroom; for example when making complex working models in design and technology classes pupils shared the equipment, pass material to each other after polite requests and generally help each other as much as necessary.
19. Parents agree that pupils' behaviour is generally good. This is reflected in the behaviour around school, at play, and during lunch. Pupils display rapidly developing social skills and to learn how to resolve disagreements by sharing. The school encourages pupils to achieve a high level of social behaviour early in their school career.
20. Relationships between staff and the children are excellent, and this is evident both in classroom and around the school. Lunchtimes are pleasant if noisy. Older pupils sit with the younger pupils and set examples of good behaviour. At the end of playtime a bell quietens all activity. Pupils line up quietly to re-enter the school. In class, pupils settle quickly, are calm and listen well. They are willing to share their opinions and enjoy coming up with ideas and suggestions - for example, in a lesson about how they can make a difference to their own environment older pupils were quick to volunteer a large range of ideas and to discuss them with partners. A feature of many lessons is that pupils are encouraged to work collaboratively in groups or with partners. This has had a very positive effect on pupils' growing maturity. Pupils show a genuine eagerness to take an active part in lessons, to show their work to visitors, and to remain focussed on the tasks in hand. This is a school where pupils from different cultural and linguistic backgrounds work and play harmoniously. Pupils provide support and encouragement to each other. They are sometimes seated in such a way that they can help each other with language skills and understanding.

21. Pupils clearly like their teachers, and they know whom to go to if there is a problem. They are being given a reasonable amount of responsibility as they go through the school. A school council has recently started up for Year 3 pupils and older ones; pupils are selected rather than elected. There are opportunities for older pupils to help younger ones, to show visitors around and to contribute to magazines or books for youngsters. In their classrooms pupils are given wide responsibilities and the 'circle time' sessions encourage pupils to become aware of their own and others' emotional needs. Older pupils are sensitive and considerate, and well prepared to benefit from the next phase of their education.

HOW WELL ARE PUPILS TAUGHT?

22. The quality of teaching is good, overall. In all except a very small number of lessons, it is satisfactory or better. In more than four lessons in every ten that are taught, the quality of teaching is good, and in more than two in ten it is very good. The teaching is very good for children under five and good in Key Stage 1 and Key Stage 2. However, there is a higher proportion of lessons that are good or better at Key Stage 1. The teaching in Years 5 and 6 is also strong, with a high percentage of teaching that is very good.
23. Teaching quality has improved significantly since the last inspection. At that time, approximately 15 per cent of lessons were unsatisfactory or poor; now only two per cent are unsatisfactory and none is poor. A relatively high number of staff have left and have been replaced in the intervening period. The amount of good or very good teaching has increased greatly: good teaching has risen from 25 to 43 per cent, and very good from ten to 21 per cent.
24. The good quality of teaching has a direct and beneficial effect on pupils' learning. The commitment of teachers and classroom staff, and their ability to support the large numbers of pupils joining and leaving, and the very high number of pupils who are at the early stages of learning English, are strengths of the school. Overall, the skilful way in which teachers manage and control their classes ensures that, in nearly all lessons, pupils concentrate well and apply themselves effectively to their tasks. This has a very positive effect on the standards that are attained. A very good example of this was seen in a mathematics lesson for pupils in Year 6, in which the teacher used praise very well to raise pupils' self-esteem and to ensure that all children worked very hard. This had a very positive effect on the progress that they made. The good climate for learning, that is produced largely as a result of the very good relationships between teachers and pupils, plays a big part in the extent to which children are interested in their work. The pupils involve themselves well in the activities that are provided, and this improves the quality of their learning considerably. However, when teachers occasionally have low expectations of what pupils can achieve, or do not insist on high standards of behaviour, insufficient progress is made.
25. Teaching for the under-fives is very good. The teachers and learning assistants have a good knowledge and understanding of the needs of young children. They work well together very effectively. They plan very well to provide an appropriate curriculum with a wide range of exciting, stimulating structured activities. There is a focus on the development of children's language and literacy. There is a very good balance between class, group, individual activities and play during the lessons and sessions. The teachers have high expectations for the children and use a range of effective teaching methods to achieve them. Assessment is thorough and supports planning. This is an improvement since the last inspection. All staff organise and control the children well for effective learning. Parents are encouraged to support their child's learning and often help in the classrooms and on school activities in the school grounds.
26. At Key Stages 1 and 2, pupils gain skills, knowledge and understanding well. This is due largely to the good grasp that teachers have of the content of lessons, and to the effective way in which pupils learn. As a result of improvements following the last inspection, the manner in which teachers plan lessons now has a clear impact on the progress that pupils make. For example, the very clear definition of what the teacher in an art lesson for Years 3 and 4 wanted pupils to achieve had a very positive effect on their ability to evaluate the quality of their earlier work. At Key Stages 1 and 2, the

quality of pupils' learning is good. Generally, they work with good levels of independence and understand what they are doing. Most work hard and cooperate well when working together. This was evident in a science lesson for Year 1 pupils, when they helped each other to sort materials according to their properties. These attributes and the good quality of teaching ensure that in nearly all lessons pupils learn something new or they consolidate existing skills, knowledge and understanding appropriately.

27. Generally, teachers' planning and the support provided by them and classroom assistants helps to meet the needs of different groups of pupils. In many lessons, different tasks are set to ensure that pupils of differing capabilities are challenged. However, occasionally, teachers do not make enough provision for higher attaining pupils. This slows the progress they make. Teaching methods and the resources used in lessons are appropriately matched to the age of pupils and interest both boys and girls.
28. The quality of teaching for pupils with special educational needs is good and ranges from satisfactory to very good with some very good teaching provided for pupils with specific learning difficulties. Individual education plans are used well to monitor the progress of pupils and to inform future planning.
29. Pupils who speak English as an additional language (EAL) are taught effectively alongside their peers. The EAL teacher identifies the language needs of these pupils at an early stage and supports them effectively in her class.
30. The skills of literacy and numeracy are taught well at both key stages. The principles of the National Strategies for Literacy and Numeracy have been incorporated well into teachers' practice and this has led to improvements in the quality of their work. The teaching of different subjects varies from very good to satisfactory. Information and communications technology and physical education are taught well at both key stages. At Key Stage 1, science is taught very well, and the quality of teaching is good in religious education, history and music. It is satisfactory in art. At Key Stage 2, teaching quality is good in art, design and technology, geography. It is satisfactory in science, religious education, history and music. There is insufficient evidence to make judgements about the teaching of design and technology and geography at Key Stage 1.
31. Classroom support staff, including those helping pupils with special educational needs and those for whom English is an additional language, work hard and effectively. They make a very valuable contribution to the progress made by the pupils they support. They cooperate closely with teachers and are briefed well by them about the work to be done. This improves their effectiveness.

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

32. The quality and range of learning opportunities provided by the school are good for children under five and satisfactory at both key stages. However the time allocated to religious education is below that recommended for pupils in a primary school. All statutory requirements are met and policies and guidelines are in place for personal, social and health education which include sex and drugs education. At the time of the last inspection key issues were: to meet statutory requirements for collective worship; that the curriculum was not balanced and the hours for pupils at Key Stage 2 was below recommendation. These have been successfully addressed.
33. The curriculum for children under five is planned suitably to meet the needs of all children including those with special educational needs and those children who enter school with little understanding of spoken English. There are good learning opportunities that address the Desirable Learning Outcomes.
34. At Key Stage 1 and 2 the curriculum is sufficiently balanced and meets the requirements of the National Curriculum. Policies for all subjects are in place and schemes of work and guidelines are used in planning. These are at present being revised and used in conjunction with the Qualifications

- and Curriculum Authority's (QCA) documents to guide planning. There is a whole-school format for planning to support progression in pupils' learning. This is an improvement since the last inspection.
35. Provision for pupils with special educational needs is very good and complies with the Code of Practice. Individual educational plans have clear targets for pupils that are compiled by staff in consultation with parents and carers. These are addressed well by all staff in planning activities and in their organisation for learning.
 36. Pupils with English as an additional language have full access to the curriculum and considerable support. The literacy and numeracy strategies are being successfully implemented and are having good effects across the curriculum.
 37. The school provides a satisfactory range of extra-curricular activities including many trips to support the curriculum. Events such as Grounds Day involve pupils in group tasks to improve their school environment and activities to raise money for charity. The school invites a range of visitors, musicians, the local clergy and members of the community who talk with the pupils and enrich the curriculum.
 38. The school makes very good provision for the pupils' personal, social and health education, with very good support from the school nurse. Policies and guidelines are in place to support planning of activities.
 39. The school has satisfactory links with the local community and schools to which the pupils transfer. Pupils and their parents meet staff from the comprehensive schools before they transfer there and this prepares them for the next stage of their education.
 40. The school makes good provision for pupils' spiritual, social and cultural development and very good provision for pupils' moral development. There is a clear policy and guidelines for implementation in all these areas of pupils' personal development. This is an improvement since the last inspection and this aspect is making a significant contribution to the pupils' good attitudes to learning, to each other and also to the general good behaviour seen in lessons and around the school.
 41. Pupils' spiritual development is promoted well through the daily acts of collective worship, to which they regularly contribute their thoughts and support with musical activities and class presentations. There are opportunities for moments of quiet reflection or personal prayer and there are many opportunities for consideration of other people in the world, those less fortunate than themselves and the world environment. The school grounds provide many secluded small gardens and tree lined corners with seats to provide areas for peace and quiet moments. These are valued and respected by the pupils. The school actively celebrates world religions and festivals with contributions from the pupils and parents. This shows considerable developments since the last inspection.
 42. The school clearly teaches the differences between right and wrong and the provision for pupils' moral development is very good. There is a strong emphasis and expectation within the school for pupils to have good moral values. This is supported and developed through the understanding and implementation of the class and school rules. These are compiled by the pupils and rigorously followed. The school celebrates and recognises good behaviour, attitudes and achievements in school assemblies. The staff provide good role models by working well together and in their respect and consideration for others. They consistently praise positive attitudes to learning and good behaviour.
 43. Good provision is made for the pupils' social development, which is effectively developed in every day activities throughout the school. The school fosters an ethos of caring, friendship and love between all children and adults. Pupils are encouraged to work together, in different groups and in a wide range of activities. The oldest pupils work with children under five to help them develop their language and literacy skills, and often share play activities. Social development is also effectively promoted through the class trips to support the curriculum, residential visits for the oldest pupils and games and class picnics, for younger pupils, within the extensive school grounds. A significant contribution to the pupils' social development are through their Christmas activities, the harvest festival for local elderly people and participating in a range of school fundraising events.

44. Provision for pupils' cultural development is good and greatly improved since the last inspection. They are provided with many opportunities to develop an awareness of British culture, through story and literature. This also widens the pupils' understanding of cultures other than their own and sensitivity to the diversity of other cultures within the school and the local community. They visit places of local historical and cultural interest, such as Gunnersbury Museum and various places of worship. Visitors, such as opera singers, are invited to school to work with pupils and enrich the curriculum. Pupils gain a good knowledge and understanding of other cultures through art, music, religious education, history and geography. This helps them to become aware of the rich diversity of cultures in their own school and in the wider world.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. The school promotes a caring ethos in which the personal needs of the pupils are met successfully. Pupils share this attitude and care for each other. They are equally aware of wider community needs, contributing through their own efforts in work for the future improvement of the school and for good causes which they select themselves. This was amply demonstrated during the annual Grounds Day which gave great pleasure and satisfaction to pupils and staff alike.
46. Pupils' personal, social and emotional development is monitored well. The school records serious incidents and tracks the behaviour of pupils having special difficulties in this respect. Individual education plans for pupils with special educational needs are detailed and include clear, achievable and measurable targets. Both teaching and non-teaching staff know the pupils well and pupils are well looked after by efficient midday supervisors. Teachers provide good role models for pupils. Pupils are grouped in mixed age classes to provide younger ones with the example of older pupils in the same class helping them develop early habits of good behaviour.
47. The school has successfully implemented a positive behaviour policy. All members of staff consistently apply it and pupils' achievements are celebrated in weekly assemblies. Pupils' ability to be calm and respect others is consistently demonstrated. Parents feel that pupils are treated as important - not anonymous - people. This view was confirmed during the inspection.
48. Registrations are promptly and efficiently carried out and time is often used well to enhance learning. The school has achieved some improvement in attendance and follows up any unexplained absences by the end of the week. However there is no attendance policy and the reasons for absences are not always apparent from the registers. Punctuality is generally reasonable. However, the school does not keep a record in order to track those who are regularly late in order to consider more rapid follow up of reasons for absence. An attendance policy, shared with parents and pupils to improve attendance further, is not yet developed. The school has a good working relationship with the educational welfare officer and the social services. Health education is an important component of the pupils' curriculum. There are lessons related to drugs awareness, and the school has a sex education strategy. The school is very well aware of child protection procedures and named staff work closely with the educational welfare and social services when necessary. Some members of staff are qualified in first aid and others are experienced and aware of requirements.
49. The school is currently updating its comprehensive health and safety action policy. Regular risk assessments and checks of first aid, electrical, physical education and fire prevention equipment are undertaken to ensure that the school provides a safe and secure environment.
50. The monitoring of pupils' academic performance and progress overall is very good. Teachers plan for assessment within lessons and regularly record progress of each pupil. Assessment is used very well in planning and to inform the next stages of learning. This is a considerable improvement since the last inspection when assessment was a key issue for development.
51. A detailed school policy is in place, which ensures that teachers complete the school format for the assessment and record keeping of all subjects. This is completed well, except for information

technology. The use of assessment of children in the nursery and of baseline assessment in reception classes is good. Throughout the school there is very good use of assessment information for planning and for setting class targets. Statutory test results in English and mathematics are analysed well and used to support lesson planning, identifying targets for children with special educational needs, the development of individual educational plans and the grouping of pupils for learning. Records for other subjects are used well to check that pupils know and understand the topics covered. The marking of work is satisfactory and generally follows the school policy with comments given for correct and successful work. Where marking is good the teacher indicates areas for development and refers to the pupils' targets, as well as giving praise for effort and neat presentation of work.

52. Older pupils participate in the assessment procedures through self-evaluation of some of their activities. They also discuss with their teacher, at the end of each half term, targets for improvement and higher standards in numeracy and literacy.
53. Developmental records which build into a portfolio containing examples of work are kept in the nursery and reception classes to show progression in each child's learning. Circle time for the younger pupils provides time for sharing concerns and discussing achievements. The older pupils have regular consultations with their teacher. These procedures contribute to the good personal and social development of pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

54. The vast majority of parents agree that the school actively encourages them to contribute. They have opportunities to visit their children and are encouraged to take an active part in school. Several parents, grandparents or carers come in to help regularly. In addition parents and local people have visited classes. For example, local residents visited the school to talk about their experiences of evacuation during the Second World War for pupils to gather primary evidence while they were studying this aspect in history.
55. There is an active friends' association, and many parents support the regular events they organise such as cake sales, Easter egg hunts, and fairs. These raise funds, which have helped purchase additional resources for the school such as outdoor play equipment. Over the years parents have contributed their money, skills and labour and have helped to transform the grounds of the school.
56. The school tries to encourage parents to come to meetings, with some success despite the fact that many parents have considerable family and work commitments. Every year the school offers parents a meeting about homework. There are regular review meetings about the progress of pupils with special educational needs and parents are invited to be closely involved in the reviews of the individual education plans. These enable the parents to contribute gainfully to their children's education.
57. Parents feel they are made very welcome, and the school communicates well with them mostly through the staff who make themselves readily accessible before during and after the school day. The main annual reports for parents cover all learning areas, and these describe individual progress and suggest some targets for the future. However, parents do not receive sufficient information about the what their children are taught. There are reading record books but no homework diaries.
58. Many of the parents and carers speak English as an additional language and some have only recently come to England. Despite this there are few facilities available for these parents, such as translations. However the school is resourceful, and when necessary finds other parents or pupils to help translations. All letters sent home are explained to the pupils who can then ensure that the message is understood at home and parents express satisfaction at the way in which the school communicates.

HOW WELL IS THE SCHOOL LED AND MANAGED?

59. The headteacher has clear educational direction and provides positive leadership. Several new strategies have been put in place since the last inspection to improve the standards of attainment and the quality of education provided. Appropriate planning and assessment procedures have been devised and implemented successfully. National and internal test results are consistently used to track pupils' progress over the years. Assessment of children when they enter the school is used efficiently to predict pupils attainment across the key stages. As a result the quality of teaching has improved significantly and standards are improving. Policies and schemes of work have been reviewed and are in place. Teaching is monitored well by the headteacher and the deputy headteacher. Some of the coordinators, especially in literacy and numeracy, are being increasingly involved in monitoring teaching and learning. The headteacher is well supported by her staff and the governors.
60. The governors are well led by the chair and fulfil their statutory requirements appropriately. Their roles and responsibilities are clearly defined and training needs are identified and updated. The governing body meets regularly and receives reports from the committees, headteacher, coordinators and the premises manager. A well-trained governor has been appointed to lead the work of the governing body in the area of special educational needs and governors are well aware of this role. The governors have a clear strategic overview of the performance of the school.
61. The school development plan includes appropriate targets to address the key issues identified in the previous inspection and issues with regard to further educational development such as literacy and numeracy. It is appropriately costed and educational priorities and staff training needs are identified successfully. However, the school is yet to devise a system to record the evaluation of its performance consistently.
62. Provision for pupils with special educational needs is managed very efficiently by the headteacher who is the special educational needs coordinator. Effective links are maintained with outside agencies and regular contact is maintained with parents.
63. Pupils who speak English as an additional language are effectively supported within the mainstream provision alongside their peers. More support is required to meet the learning needs of the high proportion of pupils at the early stages of learning English. The school has appointed two bilingual support assistants to address this issue.
64. The school has a good ethos and the aims and values of the school are reflected in its practice. It is clearly committed to high achievement and actively promotes equal opportunity in all areas of school life, as reflected in its mission statement.
65. The match of teachers and support staff to the demands of the curriculum is good. Teachers make an effective team and support each other well. They are well qualified, experienced and have an efficient delegation of responsibility. The arrangement for part-time teachers to share jobs is a strength because they are corporately refreshed midweek, every week and good team work is created instantly. This also has helped to maintain stable staffing. Supply teachers are briefed and used efficiently.
66. The induction programme is now very good and consistently applied. After a formal introduction to the local authority system, newly qualified teachers are well supported by colleagues. The school's strategy for appraisal is good and now meets statutory requirements. All teaching staff have been appraised. At the time of the previous inspection, teacher self-evaluations were carried out annually but were not sufficiently rigorous to classify as teacher appraisal when linked to the in-service training programme. Now there is a wide range of training appropriate to the needs of staff. Teachers and classroom assistants have undergone training in literacy, numeracy and information technology, and coordinators have attended appropriate courses. Special educational needs teachers and assistants are now well trained. The learning support assistants have had the benefit of expert help from the local authority and are monitored in the class. This means that pupils receive high quality support from the support staff in the classrooms.

67. The school provides children and pupils with pleasant and good quality accommodation. The buildings and grounds are kept clean and in good condition. There are imaginative and colourful displays of pupils' work across many areas of the curriculum creating a stimulating learning environment. The accommodation for children under five provides very good space for the full range of early years activities. The hall and excellent outdoor spaces and pavilion area make for very good accommodation for physical activities. The library is well stocked and laid out. Outdoor facilities are excellent and are used very effectively to support and enhance pupils' learning in various areas of the curriculum. The carefully structured premises plan ensures that standards are maintained and improved. Resources for learning have been developed and improved significantly across the curriculum over the past five years and are now adequate.
68. The school has a thorough approach to financial planning. The governors have a strategic overview of budget management. The chair of governors himself is responsible for this area and manages financial planning efficiently, in collaboration with the headteacher. Good use is made of the budget to enhance the quality of educational provision. The underspent fund is successfully planned to be used for building an information technology suite.
69. Day-to-day administration and the school's monitoring of expenditure against the budgeted figures are good. The administrator keeps detailed records and stores them safely. The draft budget, carefully prepared by the headteacher, in consultation with staff, is presented to the governing body for approval, with appropriate reference to the school development plan. Grants for ethnic minority pupils and pupils with special educational needs are used appropriately and effectively monitored. The governors apply the principles of best value in all spending decisions and monitor its impact on financial planning closely.
70. The deployment of teaching and support staff is effective and ensure efficient management of the school. Resources are used effectively to enhance pupils' knowledge and understanding in all areas of the curriculum. Good use is also made of visitors and outside visits to enhance pupils' learning. The school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

71. The school should now :
- (1) implement the existing good assessment procedures in information technology;
 - (2) further improve the effectiveness of the school development plan by devising a system to record the evaluation of its performance consistently;
 - (3) devise and implement an attendance policy to inform parents and staff of clear criteria for punctuality and authorised and unauthorised absences.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

84

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

27

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
--	21	43	34	2	--	--

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	405
Number of full-time pupils eligible for free school meals	n/a	n/a

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	--	3
Number of pupils on the school's special educational needs register	1	50

English as an additional language

	No of pupils
Number of pupils with English as an additional language	226

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	105
Pupils who left the school other than at the usual time of leaving	112

Attendance

Authorised absence

	%
School data	6.3
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	30	26	56

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	19	25
	Girls	20	20	22
	Total	40	39	47
Percentage of pupils at NC level 2 or above	School	71	70	84
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	24	24
	Girls	18	21	20
	Total	38	45	44
Percentage of pupils at NC level 2 or above	School	68	80	79
	National	82	86	87

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	23	21	44

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	14	13
	Girls	17	15	17
	Total	30	29	30
Percentage of pupils at NC level 4 or above	School	68	66	68
	National	70	68	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	13	13
	Girls	16	14	16
	Total	28	27	29
Percentage of pupils at NC level 4 or above	School	64	61	66
	National	68	69	75

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	46
Black – African heritage	11
Black – other	1
Indian	20
Pakistani	21
Bangladeshi	3
Chinese	3
White	119
Any other minority ethnic group	100

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	3	
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	2	1
Other minority ethnic groups		

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)	15.1
Number of pupils per qualified teacher	29:1
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	174

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25:1

Total number of education support staff	1
Total aggregate hours worked per week	28

Number of pupils per FTE adult	12.5:1
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FTE means full-time equivalent.

Financial information

Financial year	1999
	£
Total income	713,498
Total expenditure	689,291
Expenditure per pupil	1,665
Balance brought forward from previous year	17,775
Balance carried forward to next year	41,982

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	402
Number of questionnaires returned	113

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	27	2	0	1
My child is making good progress in school.	47	46	6	1	0
Behaviour in the school is good.	41	51	3	2	4
My child gets the right amount of work to do at home.	35	35	18	6	6
The teaching is good.	64	29	2	2	4
I am kept well informed about how my child is getting on.	49	36	11	4	0
I would feel comfortable about approaching the school with questions or a problem.	63	22	9	1	5
The school expects my child to work hard and achieve his or her best.	54	37	4	2	3
The school works closely with parents.	50	36	8	1	5
The school is well led and managed.	53	29	10	1	7
The school is helping my child become mature and responsible.	50	42	5	0	2
The school provides an interesting range of activities outside lessons.	25	32	22	8	13

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

72. Children enter the nursery in the autumn term following their third birthday. At the time of the inspection there were 50 children under five in the nursery, who attend part-time for either morning or afternoon sessions. They enter a reception class at the beginning of the school year in which they will be five. There are very good induction procedures for children who enter the nursery and reception classes, which includes support and information for the parents. This eases the transition for children between home and school. At the time of the inspection there were nine children who were still under five in the reception classes. Many of the children join the reception and nursery classes during the school year and several children on entry have very little understanding of spoken English. Even though a considerable number enter school with little or no English, the standard of achievement in the local education authority entry and baseline assessment is average.
73. All children achieve well in all areas of learning and reach the expected standard in the Desirable Learning Outcomes by the time they are five, with 25 per cent of those who joined the school in the nursery, achieving well above the expectation for children age five.
74. The teachers and learning assistants have a good knowledge and understanding of the needs of young children. They work well together very effectively. They plan very well to provide an appropriate curriculum with a wide range of exciting, stimulating structured activities. There is a focus on the development of children's language and literacy. There is a very good balance between class, group, individual activities and play during the lessons and sessions. The teachers have high expectations for the children and use a range of effective teaching methods to achieve them. Assessment is thorough and support future planning. This is an improvement since the last inspection. All staff organise and control the children well so that they gain in knowledge and understanding in all areas of the curriculum. Parents are encouraged to support their child's learning and often help in the classrooms and on school activities in the school grounds.
75. The nursery and reception classrooms are large and colourful and contain many resources to meet the needs and development of young children. The outside areas designated for children under five are secure and large enough places for gardening, construction activities and physical play for the nursery children. The reception classes also use the hall and school grounds for physical education.

Personal and social education

76. By the age of five, children make good progress and their attainment in social development is above the expectations of the Desirable Learning Outcomes.
77. Children have good relationships with each other and adults in their classrooms. They share play equipment sensibly and often read together in small groups in the book corner. They take turns with toys and outside play equipment. They are sensitive to the feelings of other children in the class, and are seen to be particularly caring towards the children who enter their class during the school year, and those children with limited spoken English.
78. Children are aware of, understand the reason for and follow the simple class rules. They listen well to the teacher and respond quickly to instructions. They manage their personal needs appropriately. They select their activities and help to tidy away the toys and classroom materials, thus developing independence and respect for the property of others. All children have equal access to the curriculum. Children with special educational needs and those with English as an additional language receive very good support to enable them to reach their potential and make good progress.

Language and literacy

79. Most children by the time they are five achieve in line with the requirement of the Desirable Learning Outcomes in speaking, reading and writing; except for some children who enter these classes with English as an additional language. Some of these children have a limited vocabulary, lack confidence and are not fluent when speaking to others. However, teaching them to understand the language is of high priority and the children learn quickly. This makes positive contribution to the standards of attainment in the current year.
80. All children enjoy using the computer for developing alphabet recognition and writing skills. Most children know the alphabet and the sounds of letters for reading and know how to use pictures to help them read a simple story. Many children take a storybook home to share with their family, and recognise some key words. A few children accurately read simple stories and can talk about what they have read. These children exceed the requirements of the Desirable Learning Outcomes. Most children form letters well and are able to write their name. Many children are able to copy the teacher's script. About a quarter of the children in reception are able to write a simple sentence on their own, using key words, with well-formed and presented handwriting.
81. The quality of teaching is good in the nursery and reception classes. This results in children making good progress. Stories are read well and children are encouraged to talk about themselves and their families and report on their class activities. Many opportunities are given for children to read and write and each classroom has an organised language area with many books and a range of writing materials. Teachers are constantly developing the children's language skills and use vocabulary specific to the tasks. The displays in the nursery and reception classes are well labelled to develop the children's vocabulary and skills in reading and writing.

Mathematics

82. By the age of five most children have mathematical skills in line with, and many children achieve above, the requirements of the Desirable Learning Outcomes. They make good progress. Children in the nursery can count and recognise numbers to ten. They can put teddy bears in numerical order and know some simple shapes. In reception classes the children know numbers to 20 and many are able to count in twos. They can count on and back and are beginning to complete simple addition and subtraction. They can order in size and recognise the coins during role play in the garden centre, and during action songs such as 'Five Currant Buns'.
83. The quality of teaching in the nursery and reception classes is good and some is very good. Where teaching is good teachers ensure that group and individual work is planned in relation to the child's previous attainment and teachers use detailed and accurate assessment records. In the very good teaching seen the good pace and a variety of practical activities within the mathematics session enabled children to make very good progress in their understanding of number bonds.
84. The National Numeracy Strategy is used well in reception to develop the children's concentration and results in an enthusiasm for number, with positive attitudes amongst all children to learning and developing skills in mathematics.

Knowledge and understanding of the world

85. By the age of five most children's knowledge and understanding meet the requirements of the Desirable Learning Outcomes, and several children exceed these.

86. The children in reception classes talk about where they live and certain places that they know and visit, such as the local library. They can find their way around this large school and its extensive grounds. They know about people in the community that help them, through visitors to school, and talk about the countries that many children in their class have come from. They are aware that maps give information and several children can find Great Britain, Japan and Africa on a world map. Children enjoy and participate in growing plants, talk about the needs of growing things and record their observations. They are developing knowledge about their own growth through healthy eating of fruit and vegetables, and know that some foods, like sugar, are not suitable to eat in large quantities. Children participate in a variety of construction and craft activities learning to fold, join, cut and glue. They make small booklets to write and draw the story of the Gingerbread Man. Often with the help of parents they fold and cut paper and card to make pictures and models. There are many commercial construction kits, games, imaginative play materials and toys that children use effectively to develop their design skills. The children regularly use the listening centre for story tapes and the computer to support many curriculum activities.
87. The quality of teaching in this area of learning is satisfactory. Teachers provide a range of interesting activities. The topics are well planned to achieve the requirements of the Desirable Learning Outcomes and children are involved in many practical activities to develop knowledge and understanding of the world around them.

Physical development

88. The children's physical development is in line with the requirement of the Desirable Learning Outcomes by the age of five. They can throw and catch balls, move safely on the ground and on climbing apparatus, balance and ride wheeled vehicles.
89. They have appropriate hand control for their age and use tools for creative activities such as scissors, paint brushes and a variety of modelling tools. They cut pictures carefully from magazines to make posters, model and cut shapes from play dough, and use toys and containers in the sand and water to fill, pour, and sieve.
90. No lessons were seen in physical education. So a secure judgement on teaching cannot be made. However when teachers are supervising outside play and activities they interact well with the children. They encourage and develop children's skills with the apparatus and extend their social and language skills. There is good provision for outside physical activity in the nursery with a good range of pushing, pulling and riding toys as well as small apparatus for catching, aiming and throwing. The reception classes use similar apparatus and use the playground, field and hall for physical activities.

Creative development

91. By the age of five, children attain standards which are above that expected for their age. They experience many aspects of painting and drawing, collage, modelling and creative play. They recognise colours and are beginning to mix their own colours and shades of paint. They explore percussion instruments and the piano in the nursery. They enjoy using percussion to accompany their singing. They enthusiastically join in action songs, nursery rhymes and children's popular songs and jingles and respond well to music. There are numerous opportunities for children to involve in creative, imaginative and dramatic play in the role-play areas of each classroom.
92. The teaching and planning for creative activities are good and children make good progress in this area. The learning assistants make a valuable contribution to this area and the developments of the children.

ENGLISH

93. The overall attainment of pupils is in line with the national expectations at the end of both key stages.
94. The results of the 1999 national tests show that, at the end of Key Stage 1, pupils attain standards that are well below the national averages in reading and writing. In comparison with schools with pupils from similar backgrounds, pupils attain higher standards in both key stages. At the end of Key Stage 2, also, standards attained are below the national average in English. The national test results over the last three years show variation in attainment in both key stages and, in 1999, the standards have fallen since the previous year. An examination of pupils' performance over the years indicates that this is mostly because of the very high mobility of pupils, the significant number of pupils with special educational needs as well as the more recently admitted pupils with limited English and some pupils with little or no previous school experience. The results are in line with the projection of the test results. It is judged that pupils are making good progress across the key stages and that the standards in both key stages are rising. The present Year 2 and Year 6 pupils are judged to be achieving higher than last year's cohorts and reaching standards that are expected to be in line with the national average. Examination of the current year's teacher assessment and pupils' assessment records that chart year-on-year progress of pupils support this judgement. Effective implementation of literacy and numeracy strategies, good teaching and the very effective use of assessment to track pupils' progress across the key stages are beginning to have a positive impact on the standards of attainment. Introduction and implementation of Additional Literacy Strategies and Phonics in Primary Schools also contributed positively to standards of attainment in English. It is judged that pupils are making good progress across the key stages. The standards of attainment are an improvement on those seen at the time of the last inspection. Four pupils from the current Year 2 have taken the Key Stage 2 national test for English and are expected to achieve Level 4.
95. In English, standards in speaking and listening meet expectations in both key stages. Pupils in Key Stage 1 speak clearly and respond confidently to questions in discussions. They express their ideas and thoughts effectively. They participate well in role-play and relate well in group activities. Pupils listen attentively to stories and most recall details of characters and narrative, using appropriate vocabulary. By the end of Key Stage 2, most pupils join in discussions confidently and respond to questions with increasing clarity. They demonstrate confidence in speaking to a larger audience when they present their work to the whole class. They share their ideas, give their opinions and value those of others. They share comments and opinions about books they read and enjoy discussing issues arising from the stories.
96. By the end of both key stages, most pupils reach the nationally expected levels for their age in reading. In Key Stage 1, pupils read accurately and fluently from a range of fictions and non-fiction. Pupils acquire secure knowledge of initial sounds and learn to use their wordbooks and dictionaries. They discuss characters and plots in stories confidently using appropriate vocabulary. For example, in Year 2, pupils compare stories by Martin Waddell by identifying different characters and events. Most are aware of the contribution of authors and illustrators to books. By the end of Key Stage 2, pupils develop a range of strategies to enable them to decipher meaning from print, including contextual clues. They show a clear understanding of a range of literature and discuss key features, themes and characters with appropriate reference to the text. Pupils discuss their favourite authors and explain the reason for their choice, recounting the significant events. Most pupils understand the purpose of a reference library and are becoming efficient at skimming and scanning books for information. They are able to retrieve information from a range of sources, including CD-ROM.
97. By the end of both key stages, pupils attain standards in writing that are in line with national expectations. In Key Stage 1, most pupils know the letter sounds and are able to blend them into words. They spell familiar words correctly and are beginning to recognise simple spelling patterns. The majority of pupils write imaginatively for different purposes, using capital letters and full stops correctly. Handwriting is usually correctly formed and evenly sized, although few pupils are using a cursive script. In Key Stage 2, pupils plan and draft their work systematically, often using word processing to present their work for display. They write in a variety of forms, showing an increasing awareness of writing for different purposes and audience. For example, in Year 5, pupils develop an

understanding of 'persuasive writing' giving reasons to support their proposition, such as 'Home work should not be increased'. In Year 5/6 and Year 6, pupils learn different styles of poems and how to compose poems 'Haiku'. They know the difference between 'simile' and 'metaphor' recognise them and use them imaginatively to match the 'Haiku' verse pattern. Their spelling is generally accurate and handwriting is well formed.

98. By the time they leave school, the majority of pupils read with fluency and understanding and are able to apply their English skills effectively to other areas of the curriculum. During the inspection, no difference was noted in the performance of boys and girls at either key stage.
99. The school is effective in promoting literacy across the curriculum. Pupils at both key stages enjoy reading and there is good quality literature in all classrooms. The school library has been resourced well since the school became a primary school five years ago and the provision of fiction and non-fiction books is adequate.
100. Pupils make good progress through both key stages in speaking and listening, reading and writing. Speaking and listening skills develop through the frequent discussions and presentations at the plenary sessions. Pupils make good progress in reading through the provision of a wide range of books from various genres. The consistent approach, through the National Literacy Strategy, to the development of writing skills such as punctuation and spelling has a positive impact on progress throughout the school. Overall the progress made by pupils with special educational needs is good. Targets in individual education plans are addressed and activities are well matched to individual abilities supporting these pupils well to acquire skills at an appropriate level. Pupils who are at the early stages of learning English, when supported, make good progress.
101. Pupils' attitudes to English and their behaviour in lessons are good throughout the school and this contributes positively to the standards achieved. They mostly enjoy their lessons. They respond well to the structure and organisation of the literacy hour. They are positive about their work and happy to discuss it with adults. In both key stages pupils are able to work independently and cooperatively, maintaining concentration on the set task. They listen with respect for others and show pride in their ability. The relationships between staff and pupils are excellent and contribute significantly to the good behaviour observed.
102. The quality of teaching is good in both key stages. The teachers have a good understanding of pupils' learning needs and plan effectively. They use good questioning techniques that keep pupils' interest well. The good use of support staff means that pupils are supported well and, therefore, make good progress. Teachers manage pupils very well so that they listen attentively and are well behaved. At both key stages, teachers have a secure knowledge of the requirements of the National Literacy Strategy and this is a strength which supports pupils' progress. Teachers plan lessons effectively with relevant learning objectives and organisation that provides for progress and encourages all pupils to use and extend learning skills. Assessment procedures are very good and used effectively to plan for future. Targets are established for individual pupils which are reviewed each term. There are examples of good marking throughout the school, with constructive comments to help pupils improve their work. Homework is set regularly, so that pupils consolidate and extend work done in school.
103. The management of the subject is good. The literacy hour has been introduced successfully and staff training is well organised. The subject coordinator for each key stage monitors planning and teaching to consolidate good practice.

MATHEMATICS

104. The results of the 1999 national tests show that attainment in mathematics at the end of Key Stage 1, was broadly in line with the national average, and well above the average for similar schools. The percentage of pupils reaching the expected Level 2 was below the national average, but the percentage attaining the higher Level 3 was well above. Taking the years 1996 to 1999 together, performance was well above the national average. There is no clear trend in the results during this period. This is

due largely to the very high number of pupils joining and leaving the school. The performance of girls, during that same period, was slightly better than that of boys. Inspection evidence indicates that the pupils currently nearing the end of Key Stage 1 attain standards in line with national expectations. Early indications are that in, the national tests for this year, the performance of the present cohort will be significantly better than last year's.

105. Pupils at Key Stage 1 develop numeracy skills appropriately. Those in a Year 1 lesson were seen developing their knowledge of sequences such as odd and even, by numbering the houses of the 'street' they had made, using these patterns. Later in the key stage, pupils visit 'The Bargain Shop', where they apply their addition and subtraction skills to work out, for example, the cost of two apples at 15 pence each. They progress to using mathematical symbols for their work in addition, subtraction, multiplication and division. Higher attaining pupils use their knowledge of the two, five and ten times tables to complete the missing answers in different number patterns. In Year 2, pupils develop an understanding of fractions; learning, for example, that a half is equivalent to two quarters. They represent the outcomes of their investigations, such as one to find out the number of different coloured clothes worn by classmates, in the form of charts. They make suitable use of computers to set out and print a variety of bar charts.
106. The 1999 national tests indicate that at the end of Key Stage 2 attainment was below the national average for all schools, but broadly in line with the average of schools with a similar proportion of pupils eligible for free school meals. The percentages of pupils attaining both the expected Level 4 and the more difficult Level 5 were below the national average. Taking the years 1996 to 1999 together, the performance in mathematics was below the national average.
107. The results improved over that period, but not at the same rate as the national trend. The same factors which affect the results at Key Stage 1 apply here too. Again, the girls performed slightly better than the boys during that period. Evidence gained during the inspection shows that the attainment of the present cohort is in line with national expectations. Early indications are that this year's national test results will be better than those for 1999.
108. The numeracy skills of pupils are suitably developed. They apply these in tasks such as increasing and decreasing the size of regular two-dimensional shapes. Higher attaining pupils solve problems about the cost of plots of land of different sizes. All pupils improve their understanding of the language of number. For example, they use terms such as 'multiples' and 'factors'. They increase their knowledge of the way in which the position of a numeral determines its value, by dealing with numbers to a million and with measurements involving three decimal places. Pupils work confidently with ideas of shape and space. For instance, they calculate the volume of cuboids and use appropriate vocabulary such as 'hypotenuse', 'perpendicular' and 'symmetry'. Displayed work in the information technology suite shows how they use computers effectively to handle mathematical data.
109. Since the last inspection, the National Numeracy Strategy has been introduced successfully. Different tasks are now routinely set to meet the needs of the various attainment groups. This has a positive effect on the progress made in lessons. The effective adoption by teachers of the ideas behind the national strategy has led to significant increases at both key stages in the amount of teaching that is good or very good. The lack of investigative work noted in the last inspection report has also been corrected.
110. The quality of teaching is good at Key Stage 1 and satisfactory, overall, at Key Stage 2. At both key stages, most teachers are skilled in managing and controlling their classes. This has a very positive effect on the quality of pupils' learning by enabling them to concentrate well on their tasks. In the best lessons, the well-judged use of humour plays a valuable part in motivating pupils and maintaining their interest in the lessons. Overall, the teaching of basic numeracy skills is done well. For example, in a lesson for pupils in Year 2, about money, very good questioning and clear explanations helped the pupils to make good progress. The quality of pupils' learning is also improved by the effective use that teachers make of the final part of the lesson to confirm the main points that have been covered. Where teaching is less effective, not enough is expected of pupils in terms of what they can achieve or how well they can behave.

111. The coordinators have made significant improvements that make positive contributions to standards. The introduction of very good procedures for assessing the attainment and progress of pupils, the monitoring of classroom practice and the involvement of individual children in setting targets for raising attainment are good examples. Other factors that enhance the quality of the school's work in mathematics and the progress that is made are the positive attitudes and good behaviour of pupils.
112. Work in other subjects, such as science, makes a satisfactory contribution to the development of pupils' numeracy skills. For example, they measure the growth of sunflowers as part of their experiments. The school is aware of the need to increase the use of computers in raising standards in mathematics as soon as resources allow.

SCIENCE

113. In 1999 teacher assessments, at the end of Key Stage 1, the number of pupils reaching Level 2 was below the national expectations. Pupils' standards of attainment at the end of Key Stage 2 were well below the national expectations. These figures are similarly reflected in teacher assessments for that year. Attainment at the age of 11 is also below average when compared to similar schools. However when analysis is made of the results of pupils who have attended the school throughout both key stages, their attainment is in line with national expectations.
114. In reception, children are developing understanding of living things and some are able to record observations and talk about what they are doing. They can make observations of germinating seeds, the growth of foliage from carrot tops and realise the need for light and water. They know the need for a healthy diet and notice changes in germinating bean seeds.
115. During Key Stage 1 pupils become aware of the properties of a range of materials and discuss them with confidence. They can predict sensible uses for these materials and realise limitations in their use. They know and can recognise similarities and differences between plants and know about the environments needed for growth. They know that plants need water and light for growth.
116. In Key Stage 2, pupils are able to classify organisms using simple keys. They are aware of the workings of the solar system and the movement of the earth around the sun and understand the notion of a fair test, represent results well and are aware of the effect of a range of variables within the test.
117. Pupils' learning is satisfactory in Key Stage 2 and good in Key Stage 1 where teaching has a very positive effect upon learning. Pupils' efforts are good throughout the school. They show interest in their work and concentrate well. Pupils with special educational needs work well and make good progress. Pupils who speak English as an additional language make good progress across the key stages.
118. Teaching is good in Key Stage 1 and satisfactory in Key Stage 2, with some good teaching. When teaching is good teachers demonstrate secure subject knowledge. They plan lessons well, provide good explanations and demonstrations and pay due regard to safety. Links are made with other areas of the curriculum, and key vocabulary is defined for all pupils. Effective assessment ensures that pupils gain in scientific knowledge and understanding. Resources are well used and planning ensures similar coverage across age groups. The pace of lessons is good and good behaviour and concentration are well developed by teaching. Pupils with special educational needs are well supported by activities appropriately matched to their learning needs. Teachers' good questioning techniques ensure that pupils become increasingly confident in explaining their findings. When teaching is less good insufficient opportunities are given to pupils to make individual contributions to discussions. Summary tests are used at the end of topics to clarify pupil learning. The results are used effectively to plan for next lessons.
119. Throughout the school, pupils have a good attitude to learning and they maintain their interest in activities. Their behaviour is good and they work together well when required to do so.

120. Subject coordination is good and the coordinator supports other teachers well, giving them extra confidence in their work. Resources are good, well stored and ideal for the purpose for which they are intended. Accommodation is good and the external environment of the school is very good and also used well to enhance pupils' learning in science. Funding levels are appropriate for resources and for releasing the coordinator to monitor teaching. The time allocation for the subject is satisfactory in both key stages.
121. There is a brief but clear policy for the teaching of science and this operates in conjunction with the QCA scheme of work. The policy was last reviewed in 1996. It is now included in the development plan for review.

ART

122. Pupils at the end of both key stages attain standards that are in line with those found nationally. Standards have been maintained since the last inspection. An examination of the work in portfolios and the scrutiny of pupils' current and displayed output shows that they enjoy a wide range of experiences. Pupils in the reception class begin to demonstrate their skills in investigating and making, by doing large-scale paintings outside, using the fence as their easel. Older children use appropriately developed needlework skills to create fishes made from felt. They improve their ability to work with different media, such as collage. However, the pencil control of some, especially pupils joining the school part way through the key stage, is not well developed. The pupils often make vibrant use of colour, and employ printing techniques effectively to illustrate their work in mathematics. They increase their knowledge and understanding of the work of artists effectively. For example, in a lesson for Year 2 pupils, seen during the inspection, they used what they had learned about the artist, to produce paintings in the style of Mondrian.
123. At Key Stage 2, pupils make strong progress in learning to evaluate their own work. For example, in a lesson for Years 3 and 4, pupils discussed the processes they had followed in developing their pictures, including their use of preliminary sketches. They improve their understanding of the tactile elements of art through three-dimensional work, such as plaster models of Icarus, and increase their control of brushes in landscape painting. They develop both technique and understanding when they use pointillisme to create secondary colours. Pupils' use of computers to design Islamic patterns, enhances their cultural awareness.
124. Since the last inspection, pupils' knowledge and understanding of art have improved significantly. For example, they know a good deal about the work of famous artists such as Picasso and Canaletto. They now use sketchbooks effectively to try out ideas and to record observations. The quality of teaching has improved considerably so that now the pupils are taught well. The scrutiny of pupils' work shows that the quality of teaching is particularly strong in Years 3 and 4, where the coordinator's specialist knowledge results in good progress being made. Good subject knowledge also had a direct effect on the quality of learning in lessons seen during the inspection, about perspective, for pupils in Years 5 and 6. The clear identification in teachers' planning of what pupils are to learn in the lesson has a positive effect on the progress that they make. This was a strength of much of the teaching seen. Good management of classes also enhances the quality of learning. It often results in pupils being very attentive and working very hard. Occasionally, however, the introductory part of lessons is not brisk enough, and teachers do not ensure that all pupils are listening when they give instructions. This reduces the progress that is made.
125. The opportunity to take part in large-scale works during Grounds Day, when, for example, pupils might help to paint murals on the outside walls of the dining room, adds to the depth of their experience. The school's links with a Japanese school enhance awareness of different art forms, and for a significant minority, provide a means of celebrating their own culture. However, the continuing lack of an effective assessment system makes it difficult to track the progress made by pupils.

DESIGN AND TECHNOLOGY

126. Design and technology teaching is an important part of the curriculum throughout the school and items made by pupils are well displayed throughout the school.
127. A number of lessons were observed mainly in Key Stage 2 but there is a large range of evidence of successful work in all parts of the school. The collective evidence indicates that pupils, including those with special educational needs, achieve standards in line with those expected for their age.
128. In Key Stage 1 in reception classes, construction materials are well used to build an item such as a castle for Jack in the Beanstalk. Children experience a range activities, such as healthy food displays, making simple musical instruments, picture frames, seed packets and carrier bags, posters for sales and sandwiches for picnics. In Years 1 and 2, pupils design and make items such as finger puppets. In Key Stage 2, pupils undertake activities using a variety of techniques, such as making pop up cards, fairground equipment and powered vehicles. There is a flourishing design and technology club for older pupils which extends pupils' designing skills.
129. Pupils make good progress in both key stages and at times it is very good, particularly in classes where teacher expertise in the subject is high. Design and technology work is undertaken enthusiastically by all pupils and they collaborate well in their work. As a result, by the end of Key Stage 2, their work is good. There are a few pupils in the early years of Key Stage 2 who are not able to sustain their concentration well.
130. The teaching that was observed was mainly in Key Stage 2 where it is good overall. When teaching is good or very good the learning objectives are clear and shared with pupils and explanations are clear. Use of resources is good and assessment opportunities are used well to review plans. Good use is made of links with other areas of the curriculum such as numeracy and literacy, where key vocabulary is well displayed. Safety aspects are well considered and an awareness of economic factors is introduced. Support assistants are used very effectively to support pupils with special educational needs. Where teaching is not satisfactory behaviour management is unsatisfactory and pupils do not engage successfully in learning. Therefore, pupils in these lessons make little progress. In Key Stage 1 insufficient lessons were observed to make a reliable judgement upon teaching.
131. There is very good coordination of design activities which provides good support to teaching, particularly where class teacher confidence is limited. The coordinator monitors pupils' work and evaluation discussions are held with teachers. The school follows the QCA scheme of work.
132. Resources are very good and plentiful, directly linked to the topics and are carefully audited by the coordinator. Accommodation is satisfactory for design and technology activities and the studio is an ideal location for practical activities, such as cooking. Pupils' work is celebrated and success is enjoyed by both boys and girls in the school.

GEOGRAPHY

133. It was not possible to observe any geography lessons at Key Stage 1. However, from the observation of displays and pupils work the standard of work at the end of Key Stage 1 is judged to be in line with that expected for pupils at this age. Pupils make satisfactory progress in their learning. This is similar to the finding of the last inspection.
134. At the end of the Key Stage 2 standards are above expectations and pupils make good progress throughout the key stage. This is an improvement on the finding of the last inspection in 1997.
135. In Key Stage 1 pupils develop their knowledge and understanding of their local part of Acton. They draw and use simple maps to plan routes locally between their home and school. They recognise some features of the weather and the seasons.

136. At Key Stage 2 the younger pupils develop this knowledge and use some geographical terms in discussions about the locality of the school. They are developing mapping skills and recognise symbols and scale on maps. A structured project enables pupils to complete practical observation and gather information about the local area. A visit to and study of Thame provide a good area to contrast with their own locality. Pupils at this key stage recognise some physical geographical features in the landscape and know about river systems, the water cycle and different types of weather.
137. Good work is seen on world rivers and the land use around them. Older pupils complete a good project focussed on the local area, transport and the local amenities. They complete traffic surveys and relate their findings to environmental pollution. They consider the geographical position of Acton as part of London and compare and contrast London with other cities in the world. Effective learning is seen in Years 5 and 6 where pupils research the similarities and differences between London and Cairo, that include why and how people in other places are different and how the environment affects people.
138. No judgement can be made on the quality of teaching in Key Stage 1. The quality of teaching seen at Key Stage 2 is good. Teachers are enthusiastic and well informed about the subject. They plan the lessons in detail, match the activities to the understanding of all the pupils and use a wide variety of resources to maintain their interest. Information technology is used well to develop pupils' knowledge and investigation of data they have collected and to support their topic investigations.
139. All pupils enjoy geography and talk well about the projects they have recently undertaken. In lessons they work well together and contribute enthusiastically to discussions with relevant comments and ideas.
140. The three coordinators have completed a policy and are currently reviewing the school scheme of topics that guide school and lesson planning, with reference to the recently introduced QCA documentation. They support their colleagues by monitoring and discussing their lessons and planning. Assessment is an integral part of planning and it is used well to chart pupils' progress. These aspects of geography have been improved since the last inspection.
141. Extensive use is made of the school grounds and the locality of the school as a resource. Pupils have many opportunities to engage in geographical investigation and enquiry during field trips and visits. The school has a wide range of reference books, atlases, globes, maps and poster packs to support teaching and learning.

HISTORY

142. The standards attained by pupils at the end of both key stages are in line with those found nationally. Pupils at Key Stage 1 learn about the past from sources such as books and photographs. For example, in a lesson for those in Year 2, they were able to distinguish between a trip to the seaside in the past and one today. They could point out differences, such as those in hairstyles and clothes. They further their understanding of chronology and life in past times by studying famous people such as Florence Nightingale and Mary Seacole. Their knowledge of the recent past is extended by talking to visitors to their classrooms about, for example, the toys that older people played with when they were young.
143. At Key Stage 2, pupils show good factual knowledge of past peoples and societies such as the ancient Greeks. For example, they know about the way of life of boys and girls, the political system and architecture. Their sense of chronology is appropriately developed through constructing a timeline. They begin to understand the influence that this period still has on our own society. They learn about the Romans and extend their literacy skills effectively by writing as though they were Roman soldiers themselves. One pupil wrote: "Dearest Mother, I have arrived in Britain. The weather is horrible". Pupils also compare the lives of husbandmen and rich farmers in Tudor times. However, they do not know enough about the main changes in some of the periods they study, and of the consequences of them.

144. Since the last inspection, standards have been maintained. The quality of learning resources has been improved and they are better organised. These factors improve the quality of learning.
145. The teaching of history is good, overall. In the best teaching, questioning is very effective. The use of “Why?” and “How?” questions have a beneficial effect on learning. Teachers take full advantage of the final part of the lesson to revise what has been learned. This has positive effect on the extent to which pupils gain knowledge and understanding. Occasionally, teachers do not take enough care when deciding what they will assess in lessons. This makes it difficult to ensure that learning is based securely on what is already understood.
146. The implementation of the national guidelines for planning history has helped to ensure that learning is sequenced effectively, and a start has been made on checking the quality of classroom practice. Valuable visits made to places such as the British Museum and St Albans, and visitors, such as a group of local residents who were evacuated during the Second World War, bring history to life. These factors have a positive effect on the progress that pupils make.

INFORMATION TECHNOLOGY

147. By the end of both key stages pupils’ attainment in information technology is in line with the national expectations. In Key Stage 1, pupils demonstrate good control of the mouse. They move icons with skill and use function keys. They name parts of the computer and explain what they doing. They make pictures in the style of Mondrian and use the word processor accurately to put in an imaginative title. In Key Stage 2, there are some evidence of above average work in word processing, data analysis and use of graphics. The use of computers for controlling devices and measuring the progress of scientific investigations, however, is in its early stages. Pupils devise newsletters and posters, manipulating and combining graphics and text. They have learned to use the Internet to research topics such as space exploration. Younger pupils in Key Stage 2 are making good gains in information technology skills due to the expertise of their teachers and the computer technician who together provide good facilities for learning in the computer suite. All pupils from reception to Year 6 have a lesson in the suite every week so they regularly build on skills; younger ones especially have made rapid gains, for example pupils in Year 3 were observed producing a newsletter in which they used pictures of a town in Oxfordshire that they had visited on a field trip. These were either scanned in or downloaded from the town website by the teacher so that pupils could manipulate them and add text to achieve a pleasing finish.
148. Children in reception use computers to select healthy and unhealthy foods from a colourful screen display. They consolidate their mouse skills started in their classroom when ‘dressing teddy’. Even children who have very little command of the English language are well motivated by the computers, and one little Japanese girl’s facial expression showed wonder and delight as she watched her own colourful piece of work emerge slowly from the printer. Older pupils in Year 5 showed very good cooperative skills and enthusiasm as they helped each other when trying for the first time to use a ‘paint’ program to colour in shops, houses and public buildings scanned in from a street plan of West Acton. Three out of five pupils persevered and were jubilant when their efforts were rewarded with success. Pupils with special educational needs are also motivated by the computers in lessons, and succeed in tasks as well as their peers. All pupils have regular support from the teacher, technicians and support assistants which enables them to make good progress in their learning.
149. All teaching seen was at least satisfactory and most was good at both key stages. Strong features are the effective organisation and team teaching. A particular strength of information technology teaching is the way it is used to enhance the study of other subjects. For example, in a geographical survey of West Acton a spreadsheet was used well to display data collected in a traffic survey by older juniors. The coordinator has good information technology skills and so do a growing number of teachers in the school. They are supported well by the technician who is a specialist in this area. When the coordinator supports lessons himself, he satisfactorily takes the opportunity to monitor teaching.

150. The curriculum provided for information technology is broad and balanced in reception, where children become adept at using tape recorders at an early age. In Key Stage 1 the programmable robots are used at times, but in Key Stage 2, there is insufficient provision for developing control technology. The school has, nevertheless, recognised this and has bought the equipment recently which is waiting to be installed.
151. The provision for this area has improved significantly since the last inspection. However, older computers in the room are not always compatible with the newer ones, and this does lead to overcrowding at one set of equipment when larger classes are in the suite. The school has plans to build a new suite for the next academic year, which should alleviate this problem. Computer use is almost always confined to the suite. Computers in classrooms were seldom used during the inspection, except in reception and the nursery. The best classroom use was observed when five computers in one class were used for a small working group supervised by a parent while the rest of the class was a small enough group to fit into the computer suite easily. Both groups worked well on their geography projects.
152. Leadership is very good; the coordinator has very clear vision for the development of the subject. Teachers feel secure knowing there is good expertise, and an increasing number of them are keen to use the information technology facilities to enhance their subjects.

MUSIC

153. Standards in music at Key Stages 1 and 2 are in line with expectations.
154. Standards have improved since the last inspection, as at that time the standards of one fifth of the pupils were below what was expected nationally. Throughout the school, pupils enthusiastically join in and enjoy singing. They listen well to a wide range of music. They use untuned and tuned percussion instruments to accompany songs and their own compositions.
155. At Key Stage 1 pupils know a range of simple songs and sing well in a large group. They can maintain a melody. They know about beat and understand how to accompany their singing with regular beats, using their fingers to tap or click to the rhythm, or when playing percussion instruments. They listen to others and are starting to evaluate their own performances with percussion instruments.
156. At Key Stage 2, pupils sing well and enjoy singing a wide range of songs in unison or in two-part harmony, as in the singing the film theme tune, 'I Can Fly'. They sing with enthusiasm in collective worship and perform their own musical compositions for school assemblies and concerts. Year 6 have composed a musical accompaniment for their dramatised Christmas poem, The Journey of the Magi, and added dramatic musical effects to their class performance of Macbeth. They have also composed their own song and participated successfully in a national competition for school choirs. The oldest pupils have an opportunity to work with professional opera singers, this year to produce their own version of Carmen for an end of year school concert. These activities in composition and performance show considerable developments in music since the last inspection, when no evidence of pupils composing and performing their own compositions was seen. Pupils know some composers and recognise different types of music; opera, big band swing, rap and gospel songs. Tapes are used in assembly to widen the pupils' knowledge of music and composers.
157. The teaching of music is satisfactory. Teachers use a published scheme to support their planning and some show good skills in and knowledge of music. They introduce technical language appropriately, have high expectations of the pupils, and the pace of lessons maintains the pupils' interest and concentration. In most music lessons a classroom assistant provides piano accompaniment and support. She motivates teachers and all pupils by her own enthusiasm and good knowledge of music.
158. Pupils' attitudes and concentration in music lessons are good and they make satisfactory progress in both key stages. They contribute ideas and comments to class discussions and work well in small groups when composing music to accompany their songs.

159. The coordinator has recently been appointed and is in the early stage of reviewing and monitoring music provision throughout the school. There is an improvement in the musical resources since the last inspection. A range of percussion instruments are suitably organised and stored and there is sufficient to support learning. However, the school has limited cultural instruments to reflect and extend the music activities within this diverse ethnic school community.

PHYSICAL EDUCATION

160. By the end of Key Stages 1 and 2 standards in physical education are in line with those expected for these age groups. Progress is sound and standards have been consolidated since the last inspection.
161. Pupils in both key stages take part in a wide range of activities including football, outdoor activities, netball, athletics and short tennis. Dance is appropriately included in planning along with gymnastic activities.
162. In Year 1 pupils are able to control a large ball with various parts of the body and control hoops in rolling activities whilst being able to describe what they are doing and respond to instructions. By the end of the key stage pupils use simple apparatus well and create short sequences of movement.
163. Early in Key Stage 2 movements are well controlled by most pupils and longer sequences are evident in balancing and rolling activities. No lessons were observed at the end of Key Stage 2 due to timetable restrictions during Grounds Day.
164. The attainment of pupils in swimming is satisfactory. Although pupils are only given swimming lessons in one term of Year 4, many reach the required standards by the end of the year.
165. Teaching of physical education is satisfactory overall in both key stages. Features of good teaching include appropriate references to safety issues, good control of behaviour, good subject knowledge and planning and appropriate pace to lessons linked to good use of space and resources. When teaching is less successful a small minority of pupils are not able to sustain their concentration but this does not impede the progress of other pupils significantly. Pupil attitudes to physical education are good at times and always satisfactory. Competitive activities are undertaken appropriately and they take a pride in their performance and appearance for these activities. Pupils with special educational needs integrate well and like other pupils contribute to activities well.
166. Subject coordination is sound with a short but appropriate policy linked to a commercial scheme of work from another local education authority. The school plans to adopt the QCA scheme of work in the near future.
167. Assessment is used effectively and help planning. The coordinator is able to monitor the implementation of planning and teaching and give demonstration lessons when necessary. Staff are involved in a number of in-service initiatives.
168. The main school hall provides an adequate space for indoor activities and is very well maintained. Outside there are several hard surface areas and a large playing field and consequently there is good space for all activities. A sports pavilion provides excellent storage and changing facilities. Good use is made of parental help and support in sport and outside activities such as athletics, netball, football and short tennis.

RELIGIOUS EDUCATION

169. Attainment at both key stages is in line with the locally agreed syllabus. In Key Stage 1, pupils know some of the stories of the Old Testament, for example, Noah's Ark. In Key Stage 2, pupils have done satisfactory research projects on Islam, Christianity and Judaism, involving various media, including the story of Muhammed. They have gained a good understanding of chronology through devising a

time line of these religions. In lessons they study different holy books, such as Qoran, Torah and Old Testament and their significance to Moslems, Jews and Christians.

170. The school makes the most of its diverse cultural mix of pupils, and celebrates festivals to do with all major religions. In all lessons observed, cultural diversity was a notable feature. Teachers sensitively ask pupils to explain to others the meanings of symbols in their own religion, for example Moslem prayer mats, Christian crucifixes. Very remarkable is the respect with which pupils listen to each other and the maturity of questions asked. Pupils in Year 1, for example, had an animated discussion on the different times and places that prayers take place, giving examples from their own experiences. Many from a non-practising Buddhist background learn about their own religious practices for the first time. Older pupils discuss the ritual of prayer, for example, the necessity for a compass and washing facilities in a Mosque, and the religious writings of different faiths.
171. Religious education has been identified as an area for development recently, owing to the concentration on literacy and numeracy. The local education authority has adopted the scheme of work from QCA and the school has begun to follow this scheme. The new coordinator reports that staff are enthusiastic about this and now have more confidence because the scheme is full and clear. The coordinator helpfully planned two lessons for each key stage and reception as a start. She has checked resources and ascertained that there are enough to teach the new course, but has not yet had time to monitor classroom provision. Training for the new syllabus is booked for next month.
172. Time allocation for religious education is lower than the recommended level. However, the school plans to increase the allocation of time from September, 2000. In general, pupils are enthusiastic about the subject and want to learn. Many bring in artefacts from home to supplement school resources.
173. Teachers record assessments satisfactorily in their markbooks after each topic. Younger children do a great deal of oral work which is usually assessed during lessons. Standards have remained similar to those at the time of last inspection.