

INSPECTION REPORT

GLEBE FIRST AND MIDDLE SCHOOL

Kenton

LEA area: Harrow

Unique reference number: 102224

Headteacher: Mrs Donna Barratt

Reporting inspector: Mr Tom Shine
24254

Dates of inspection: 11th - 15th March 2002

Inspection number: 220934

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

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: First and Middle School

School category: Community

Age range of pupils: 3 - 12

Gender of pupils: Mixed

School address: D'Arcy Gardens
Kenton
Harrow
Middlesex
Postcode: HA3 9JU

Telephone number: (0208) 204 6564

Fax number: (0208) 204 8155

Appropriate authority: The Governing Body

Name of chair of governors: Mrs Vera Turner

Date of previous inspection: 17th- 20th January 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
24254	Tom Shine	Registered inspector	Science Music Physical education	How high are standards? How well are pupils taught?
8933	John Chapman	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?
12764	Wendy Thomas	Team inspector	The Foundation Stage Art and design Design and technology Religious education Special educational needs	
1710	Thelma Edwards	Team inspector	Mathematics Equal opportunities English as an additional language	How good are the curricular and other opportunities offered to pupils?
7813	Kevin Wood	Team inspector	English Information and communication technology Geography History	How well is the school led and managed?
20671	Jon Palethorpe	Team inspector	Modern foreign languages	

The inspection contractor was:

PPI Group Ltd
7 Hill Street
Bristol
BS1 5RW

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 8
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	9 - 12
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	12 - 15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15 - 17
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17 - 18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	18 - 19
HOW WELL IS THE SCHOOL LED AND MANAGED?	19 - 21
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	21
THE PROVISION FOR AND STANDARDS ACHIEVED BY PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE	22
PART C: SCHOOL DATA AND INDICATORS	23 - 26
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	27 - 43

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

There are 238 pupils in the classes from the reception to Year 7. There is a broadly equal number of girls and boys, except in the reception where there are twice as many boys. In addition there are 36 children in the nursery, who attend part-time. The school is undersubscribed and the roll has fallen considerably in recent years when it was large for a First and Middle school, whereas now it is average. There is a very high rate of pupil mobility that includes refugees and has an adverse effect on pupils' attainment with more pupils leaving the school than joining. The rate of pupils leaving the school is compounded by some families withdrawing their child at the end of Year 6 to transfer to a secondary school in a neighbouring authority at the more traditional age of 11. When they enter the nursery children's attainment is well below average. The proportion of pupils with special educational needs (SEN) is broadly average and two pupils have a statement of SEN. The school is situated in a relatively deprived area in the authority and the proportion of pupils eligible for free school meals is above average. The number of pupils from ethnic minority backgrounds is very high with over two thirds being drawn from the Indian sub-continent and of these India provides the vast majority of families followed by others from the Pakistani and Bangladeshi communities. The proportion of pupils with English as an additional language (EAL) at 88 per cent is very high and the majority of these are fluent in spoken English. The main languages spoken are Gujerati, Arabic, Tamil and Farsi.

HOW GOOD THE SCHOOL IS

This is an effective school where standards are improving in English, mathematics and science, although they still below average, overall. They are improving mainly because very effective systems to check on quality have greatly improved teaching. Pupils have good attitudes to learning. The school is committed to educational inclusion and pupils with SEN, EAL and those identified as gifted and talented are fully integrated and achieve well. The recently appointed headteacher leads this school exceptionally well and has created a very positive ethos. It provides satisfactory value for money.

What the school does well

- Teaching is good overall and pupils make good progress.
- Pupils' attitudes and behaviour are good helping pupils learn well.
- Procedures for checking on the progress of pupils are good.
- The school's support for pupils with SEN and EAL is good, enabling them to make good progress.
- The headteacher provides outstanding leadership and is very well supported by the governing body.
- Provision for out of school activities is good.

What could be improved

- Standards in English, including presentation and mathematics and science.
- Teaching in a minority of classes.
- The use of information and communication technology (ICT) to support learning in other subjects.
- Attendance is unsatisfactory.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was inspected in January 2000 it was found to be underachieving. In September 2001 a team of Her Majesty's Inspectors (HMI) visited the school to check on progress. They found that, whilst the school was making reasonable progress in raising pupils' attainment and eliminating underachievement, the quality of teaching was not yet good enough to accelerate sufficiently the rate of pupils' progress. The school was, therefore still underachieving. This is no longer the case.

The current headteacher took up her appointment in January 2002 and has continued the effective refocusing of priorities introduced by her predecessor, the acting headteacher, (supported well by a full-time education consultant). These include giving greater attention to raising standards and checking on the effectiveness of teaching and the quality of pupils' work. The new headteacher has introduced greater rigour, as a result of which standards of teaching and pupils' work are improving rapidly. Most of the issues identified at the last inspection have been successfully addressed although standards in English, mathematics and science still remain to be raised to national standards, overall.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E*	E*	E	E
mathematics	E	E	E	E
science	E*	E	E	E

Key

well above average A
 above average B
 average C
 below average D
 well below average E
 very low E*

The above table shows that, taking account of the performance of all pupils in the year group, standards in English, mathematics and science were well below both those in all schools nationally and in similar schools for Year 6 pupils in 2001. The proportion achieving the expected standard in English and science was broadly average but the proportion achieving higher levels was well below average. In mathematics the proportion achieving or exceeding the expected standard was well below average. Since 1997 the performance of all pupils has fluctuated greatly and has been below the national trend, although results in the last two years have broadly reflected the national trend. By the end of Year 2 there was a similar picture in reading and writing, with standards being well below both the national average and those in similar schools. In mathematics, standards were above the national average and were well above those in similar schools. In this subject, pupils benefited from intensive targeted support bought in by the school before the national tests.

Inspection evidence finds that children make a good start to their education, but are still well below average in communication, language and learning and mathematical development when they enter Year 1, as many enter and leave the Foundation Stage at varying times. Overall, children are achieving well in relation to their prior attainment. By the end of Year 2, the emphasis on standards is beginning to have a positive impact, although standards in speaking and listening and in writing are below average. In reading and in mathematics they are broadly at expected levels. By the end of Year 6 and in Year 7, whilst many are attaining expected standards or beyond, there are too many not achieving those standards and overall they are below average in English, mathematics and science. However in relation to their prior attainment most are achieving well. In other subjects standards are as expected for pupils' ages throughout the school. In the light of the progress pupils are making the school's targets for English have been revised upwards compared to those ratified by the governing body, although the targets for mathematics are broadly similar to those previously ratified. The school's predictions for science in the 2002 national tests are significantly higher than those achieved in 2001. They are considered achievable, but challenging in relation to their prior attainment.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	These are good throughout the school and help pupils to learn well.
Behaviour, in and out of classrooms	This is good in and around the school. The behaviour of older pupils is very good.
Personal development and relationships	Personal development is satisfactory, but a minority of pupils is unaware of how their actions affect others. Relationships are good.
Attendance	Unsatisfactory overall. The attendance rate is well below the national average. A relatively few families are persistently responsible for this, although some families also take extended holidays in term time.

Pupils' good attitudes, behaviour and relationships help pupils to learn well.

TEACHING AND LEARNING

Teaching of pupils	Nursery and Reception	Years 1- 2	Years 3 - 6	Year 7
Quality of teaching	Good	Satisfactory	Good	Very good

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

Teaching is good overall and is very good in Year 7. However in this year group the teacher was a temporary member of staff replacing the class teacher who was absent on sick leave. In the Foundation Stage both teachers have a secure understanding of the requirements of the curriculum for children this age, enabling them to make a confident start to their schooling. Most teachers and support staff plan well together. The teaching of English and literacy and science is satisfactory in Key Stage 1, good in Key Stage 2 and very good in Key Stage 3. In mathematics and numeracy teaching is good overall, but satisfactory in Key Stage 1. Most teachers are confident in using the national strategies for literacy and numeracy but are less so in Key Stage 1. The school meets the needs of most pupils well, including those with SEN and EAL and challenges those identified as gifted and talented. Most pupils are learning well and making good progress. The majority of teachers manage their classes well, move their lessons along at a good pace and maintain pupils' interest and concentration. In a few lessons, the pace was not sharp enough, some pupils found it difficult to concentrate and the teacher struggled to manage the class satisfactorily. The teaching of most of the other subjects is satisfactory overall and is good in ICT in Key Stage 2 and very good in Key Stage 3. The teaching of French is also very good in Key Stage 3; in Key Stage 1, in religious education, it is unsatisfactory. Many teachers have weak subject knowledge in music. The use of homework is satisfactory, but teachers' marking is variable and ranges from good, where teachers identify specific weaknesses and suggest how they could be improved, to unsatisfactory, where elementary spelling mistakes are not drawn to pupils' attention.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall, good in the Foundation Stage and in Year 7. More attention could be given to the presentation of pupils' written work. ICT is not used enough to help pupils learn in other subjects.
Provision for pupils with special educational needs	Good. Pupils are supported well and make good progress towards the targets in their individual education plans.
Provision for pupils with English as an additional language	Good overall. There is a specialist teacher who assesses the language needs of newly arrived pupils to the school. Some staff are bi or multilingual and give effective support to pupils with language needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall and in spiritual, moral and social development. Provision for cultural development is satisfactory but is less balanced, although there is appropriate emphasis on the multicultural background of the pupils.
How well the school cares for its pupils	Good overall. The school monitors pupils' academic progress and personal development well. It monitors behaviour well.

The curriculum meets statutory requirements. Music is underdeveloped despite there being many visiting musicians. The school's links with parents are satisfactory but they could be developed more, for example by encouraging parents to help in the school on a regular basis. The information provided to them is satisfactory. There is a good range of out-of-school activities.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the headteacher are excellent. She has a very clear vision of what needs to be done and has already successfully implemented effective strategies to raise standards. A new deputy headteacher takes up her post in April.
How well the governors fulfil their responsibilities	Good overall. The governors are very supportive and committed to the school. Although they fulfil their statutory responsibilities well there are some omissions in the prospectus and their annual report.
The school's evaluation of its performance	This is good overall. The culture of monitoring and evaluation, established during the period of the acting head, now permeates the work of the school, especially in literacy and numeracy.
The strategic use of resources	Good overall. Specific grants from various initiatives are used well for the benefit of pupils. Funding for EAL and SEN is used well.

The match of teachers and support staff to meet the demands of the curriculum is adequate. At the time of the inspection there was no deputy headteacher as the previous post holder left the school in December. Accommodation and learning resources are satisfactory overall. The school applies the principles of best value appropriately.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children like school.• They make good progress.• Behaviour is good.• Teaching is good.• Pupils are expected to do well.	<ul style="list-style-type: none">• The right amount of homework.• How closely the school works with parents.• The range of activities outside lessons.

Inspectors agree with parents' positive views. They found that homework is generally set appropriately although it varies between classes and year groups. They found the range of outside activities to be good. The questionnaire was completed very shortly after the new headteacher had taken up her appointment. The meeting, which was well attended, took place later, although it was still early in the term. Parents said that they found the present management approachable and responsive. Inspectors agree with this view.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Inspection findings show that standards in English, mathematics and science when pupils are aged 11 are below average but they are improving and are better than the 2001 National Curriculum test results suggest. The good work begun under the direction of the previous acting headteacher, supported well by a full-time educational consultant since January 2001, focused greater attention on raising standards. This work was effective in laying firm foundations for establishing a culture of monitoring teaching and systematically evaluating pupils' work and their progress. Since the arrival of the new headteacher this policy has been pursued with even greater rigour and standards overall have improved significantly since the HMI visit last September, because teaching has continued to improve: there is much less teaching that is unsatisfactory and much more that is good or better. Inspection evidence shows that, in relation to their prior attainment, most pupils are achieving well.
2. When children enter the Foundation Stage in the nursery their standards are well below what is normally expected in personal, social and emotional development, communication, language and literacy and mathematical development. Children begin in the nursery shortly after their third birthday. The majority come from homes where English is not the first language spoken and are unused to being outside of their home. At this age most are in the very early stages of acquiring English. In the nursery, children make good progress in all the areas of learning but not all transfer to the reception class. Some, for example, when they are due to move to the reception, transfer to voluntary aided schools that do not have nursery provision, whilst other children join the reception class with various experiences of pre-school settings. Such high mobility is a significant feature of the school's life. Many children, when they enter the school in reception therefore, are attaining at levels well below average in all the areas of learning for children of this age. In this class, just under a quarter of children are at the very early stages of speaking English. Children who have attended the nursery, and those who start school in reception, including the majority with English as an additional language (EAL) and those with special educational needs (SEN), make good progress. By the time they are ready to start in Year 1, a minority is on course to achieve the Early Learning Goals in all the areas of learning. For the majority however, attainment is well below the levels expected of their age in communication, language and literacy and mathematical development. Few children in reception for example, can write their own names and only a small minority is beginning to form simple sentences. In mathematical development few are able to recognise shapes confidently and to count everyday objects up to ten. In personal, social and emotional development most children are achieving the Early Learning Goals, whilst in the other areas of learning, although having made good progress, they are still below the expected standard by the time they enter Year 1.
3. During inspection there were no discernible differences between the performance of girls and boys. Inspection evidence finds that by the end of Year 2, standards in speaking and listening are below those expected for pupils this age. Pupils who have been in the school the longest have made good progress and they are nearer to the expected standard than they were when they left the Foundation Stage. However, of the 26 in this year group, nearly half had not had experience in the school's nursery. They have good relationships with their teacher and with other adults and all pupils, including those new to the school with EAL and those with SEN, are making satisfactory progress in acquiring new vocabulary and when speaking in groups and to the class. Whilst there are some examples of pupils listening well, for the majority these skills are still developing. By the time they are in Year 6, their skills in both these aspects have improved to the point where they are broadly at expected levels.
4. The majority speaks reasonably confidently and listens well to their teachers and has learned to listen to each other. In Year 7 pupils' skills in speaking and listening are broadly average. The class has benefited from the arrival of a number of above average pupils since last September that

are helping to set new standards, along with good teaching. However there is also a recent arrival who speaks very limited English.

5. By the end of Year 2, pupils are achieving standards in reading that are broadly average. Given their attainment when they arrive at school, pupils are achieving well. When reading unfamiliar words, pupils, including those with SEN and EAL use their knowledge of phonics, acquired in the Foundation Stage, effectively and build on this to develop their knowledge and understanding of letter sounds. Pupils enjoy reading both in school and at home. Pupils in Year 6 are all competent in English and are keen readers. The majority is reading at the standards expected, with above average pupils achieving higher standards. Given their starting point and pupil mobility at such a level that nearly three-quarters of the 47 in the year group did not attend the nursery, with many entering the school with very limited English, these pupils are achieving well. Pupils are reading with increasing fluency and accuracy and are able to speak confidently about a range of their favourite authors. In Year 7 reading standards are broadly average for their age group. Above average and average pupils, including those with EAL, read fluently and enjoy reading. Below average pupils, including those with SEN, do not read enough at this age.
6. In writing in Year 2, the standards of pupils' work are below those normally expected for pupils of this age. Although all pupils, including those with EAL and SEN, are making satisfactory progress, this is not reflected in the presentation of their work, where handwriting is very untidy and insufficient attention is paid to spellings. These weaknesses are particularly noticeable in their stories, poems, letters and instructions that show a lack of confidence in writing. However, given their prior attainment, all pupils are achieving satisfactorily. In this year group, just under a half (11 pupils) are on the register of pupils needing support in learning English. In Year 6, above average pupils are achieving standards that are broadly in line with those expected for pupils of this age, with the general standard of most pupils' work being below average. In this year group and in Key Stage 2 generally, all pupils, including those with EAL and SEN, are responding well to the good quality of teaching, are making good progress and are achieving well in relation to their prior attainment. Presentational skills, including handwriting skills, throughout most of the school, are insufficiently emphasised. The exception is in Year 7 where, although the overall standard of written work, including use of language and grammar is below that normally expected of pupils this age, due attention is given to neat handwriting and general presentation. Although below average, pupils' writing standards are improving and are benefiting from good teaching. Literacy is used well in science and design and technology but is generally insufficiently represented in other subjects. Information and communication technology (ICT) is also underused to support learning in other subjects. In Key Stage 1, the relatively few on the register of gifted and talented pupils make satisfactory progress in all aspects of English and in mathematics and science. In Key Stage 2 and in Year 7 pupils make good progress in response to the better teaching.
7. In mathematics in Year 2, pupils' standards are in line with those expected for pupils of this age. In relation to their prior attainment pupils are achieving well as, for the majority, it is well below average on entry to the school. Pupils are acquiring a secure knowledge and understanding of the different aspects of mathematics, particularly numeracy and in using basic operations such as addition and subtraction. In Key Stage 2 all pupils, including those with EAL and SEN, make good progress as they respond to good teaching. In Year 6, the majority of pupils are achieving at the expected standard with a significant minority achieving above the standard. However most of the pupils in the smaller, lower set are not achieving at the expected level, reducing the overall standard to below average. In relation to their prior attainment most pupils are achieving well. Pupils are confident in giving reasons for their answers and in sharing the methods they used to work out number operations or word problems. They correctly add and subtract decimal numbers and are becoming increasingly competent in multiplying and dividing decimals. The standards in Year 7 are below those expected for pupils of this age and they are achieving satisfactorily. Pupils apply their numeracy skills effectively to real life problems; for example they are asked to plan a bedroom with a limited budget to spend. Pupils make limited use of ICT in mathematics such as in completing and interpreting block graphs and in work on symmetry and reflections, but its use could be extended further.

8. In science in Year 2, standards are below average overall. Work in pupils' books shows that, whilst they have been appropriately introduced to all the appropriate aspects of the subject, the quantity of work and the standard of presentation is below that expected for pupils of this age.

Their reasonable knowledge of the different types of food that they prefer is not matched by the quantity of written work or standard of presentation. Although the standards in Year 6, are below those expected for pupils of this age, most pupils, including those with SEN, are making good progress and are achieving well in relation to their prior attainment as a result of the good teaching in both classes. Pupils' investigative skills as a group are developing well and pupils in the upper set are working at expected standards with some working above. In the lower set, whilst most pupils showed satisfactory competence in building circuits and making predictions, some of their observations were scientifically inaccurate. In Year 7, all pupils made very good progress in learning to carry out a simple experiment to identify and distinguish between acids and alkalis. The work in pupils' books since September shows that the general standard is below average. These standards are similar to those reported at the last inspection.

9. In ICT standards are broadly satisfactory in both Years 2 and 6 and represent good improvement since the last inspection when they were below expected standards. In Year 7, progress is even more impressive as attainment is above average, compared to below average standards at the last inspection. However, it still remains the case that ICT is insufficiently used to support pupils' learning in other subjects, although it is used reasonably well in the humanities and inconsistently in science. Standards have improved because of good teaching, supported well by the confident use of very good equipment and resources, although some classrooms are without computers. In Key Stages 1 and 2 all pupils, including those with EAL and SEN, are achieving well. In Key Stage 3, all pupils are achieving very well in relation to their prior attainment. All pupils are increasingly confident in and enjoy using the technology.
10. In religious education standards are similar to those found at the last inspection and broadly meet the expectations in the locally Agreed Syllabus throughout the school. In Year 7 they have improved as they were below the expectations at the last inspection. In Years 6 and 7 pupils have good knowledge but some are let down by their writing skills. In the other subjects of the curriculum, standards are at broadly expected levels. In modern foreign languages (French), design and technology and the humanities (geography and history) these standards represent improvement since the last inspection when they were below average.

Pupils' attitudes, values and personal development

11. When children enter the nursery their personal and social skills are low. However, they respond well to the very good support they receive from their teacher and other support staff and enjoy coming to school, although their span of concentration is less than is normally found. At this age, given their previous experience, they are not used to sharing equipment and toys and, when they first arrive, many children are not able to communicate well as they are not competent in spoken English. They respond well to the sensitive support they receive from the staff and make good progress in developing their social skills. By the time they have reached the reception class the children from the nursery, including those with EAL and SEN, have settled in well and show confidence and security in the class routines. These children try hard with their activities and are improving their powers of concentration. They are developing good attitudes to learning. Children in the reception class who have not attended the nursery take longer to settle, particularly if English is not their first language. However, they are influenced positively by the children who have been in the school longer and quickly develop good attitudes to learning. Children learn effectively to get on with each other and their behaviour in the Foundation Stage is good.
12. Pupils' attitudes are good. They take great pride in their appearance and in their membership of the school community. For many the school provides a safe and secure environment which contrasts sharply with some of their earlier experiences and this is greatly appreciated. There is a willingness to work hard and in most classes pupils settle down to their work very quickly or, if they have no specific work to do, the routine is to get out a book and sit quietly reading. Pupils

enjoy their work and participate eagerly in all that the school has to offer. In class discussions they make good contributions, even though many are limited in their English language skills. The good attitudes noted in the previous inspection have been maintained.

13. Behaviour is good. In assemblies and among the older pupils it ranges from very good to excellent. Pupils are very polite and considerate. Behaviour deteriorates however when teaching is weak and occasionally some pupils succumb to the temptation to run in the corridors and on the stairs. Most pupils eat their lunch in the classroom (as there is no school meals service in the local education authority) and even when not supervised their behaviour is very good. Pupils play with some vigour and this often results in bumps and scrapes. This can lead to misunderstandings as many pupils do not have the language skills to explain or to apologise properly.
14. Personal development is satisfactory overall and is often good. Occasional incidents between pupils, such as playground disputes are rare and very carefully recorded by the school. Additional supervision and support is provided to pupils to prevent such incidents and deal with any that occur. Many of these tend to have had traumatic experiences in their country of origin that cause pupils to disregard the impact of their actions on others. However, in the school as a whole respect for each other's feelings and beliefs is good. Relationships within the school are good. Pupils are respectful towards adults while being helpful and friendly. Visitors are greeted with smiles and offered assistance by even the youngest pupils. Pupils from the variety of ethnic groups are integrated well. The School Council has recently been reformed and reinvigorated and has already conducted a survey entitled, 'What helps us to learn.' Around the school pupils perform many useful tasks such as preparing the hall for assemblies and watering plants. However opportunities to show their initiative are relatively limited although under new the leadership they are becoming increasingly more available.
15. Attendance is well below the national average and is unsatisfactory. This represents a deterioration since the last inspection. Much of the unauthorised absence, which is above the national average, reflects a lack of support from a small minority of families – about six – who fail to give the education of their children a sufficiently high priority. Some families also take extended holidays abroad that add to the below average attendance. Registers are kept using a computerised recording system that fully complies with requirements. There are some instances of lateness but no evidence that it is seriously impairing education or delaying the start of lessons. The headteacher is clear that attendance must improve if standards are to rise and one of her priorities is to reduce the rate of unauthorised absence. There were seven fixed period exclusions in the previous year; that is higher than usual and represented the variety of ethnicity in the school, but there have been none in the current academic year.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

16. In September 2001 Her Majesty's Inspectors (HMI) visited the school to monitor the progress the school was making in relation to underachievement. They found that teaching was satisfactory or better in 85 per cent of lessons and was good or better in 15 per cent – 3 lessons. Teaching was therefore unsatisfactory in 15 per cent of lessons. However care needs to be taken when interpreting this data as only 20 lessons were seen during the two days of HMI's visit and each lesson therefore represents five percentage points.
17. Teaching has improved since the last full inspection when, although it was described as satisfactory, 11 per cent was unsatisfactory and 46 per cent was good or better. In this inspection, there was much less that was unsatisfactory – four per cent – and much more that was good or better - 66 per cent.
18. The school attributes the improvement in teaching to a number of factors, including the following:
 - effective use of an education consultant working alongside teachers and giving constructive

- feedback;
- regular monitoring of teachers, by the recently appointed headteacher, focusing on the teaching of literacy;
- raising teachers' expectations of what their pupils are capable and linking the teachers' objectives against school improvement targets;
- improved assessment procedures and rigorous analysis of test data, identifying what needs to be done, that is used effectively in teachers' planning;
- one part-time teacher not performing consistently at a satisfactory level during the HMI visit, who has now left; and
- the commitment of teachers to agreed goals and objectives such as improving teaching and raising achievement.

The inspectors agree that these elements have been important in improving standards.

19. Teaching in the Foundation Stage is good overall and, on occasion, very good. Both teachers have a good understanding of the requirements of the curriculum for the Foundation Stage. They plan well together to ensure that children's development is appropriately promoted in all the areas of learning in the nursery and reception classes. The provision for language, literacy and communication is particularly good. Children with EAL benefit from the support of other staff, some of whom are bilingual, who use their skills well to support and encourage these children. Appropriate emphasis is placed on developing children's speaking and listening skills and for developing children's vocabulary. Staff also recognise the need to make very good provision for children's personal, social and emotional development because, at this early age, many of the children do not have the skills to communicate confidently with each other. All staff know their children well and their caring manner engenders confidence, enabling children to be happy and to settle well to their activities. These good relationships help to ease in the many children who join the Foundation Stage at other than the normal starting times, helping them to feel at home and enabling all children to learn well.
20. Teachers place appropriate emphasis on educational inclusion. They know their pupils well and generally plan their work well to meet all pupils' needs. For example, in the class in Year 7, the temporary teacher had been in the school for only five working days before the inspection, because of the absence of a senior teacher due to sickness. However it was clear from inspection, that he had taken great care to know the needs of all of his pupils well, within the constraints of time. The special educational needs co-ordinator (SENCO) and other teachers ensure pupils with SEN have clear individual education plans (IEPs) and full access to the curriculum. The targets in the IEPs are mainly focused on literacy and numeracy. In lessons pupils are supported well by effective learning support assistants. The school has a senior member of staff, funded by the Ethnic Achievement Minority Grant, who is a specialist in the teaching of EAL and works alongside teachers in the classroom effectively. When new pupils enter the school at whatever age, she assesses their language needs carefully and supports class teachers as they settle pupils into school. In one very good lesson in Year 7 she worked well with the class teacher and gave very effective support to a pupil, using an Arabic/English dictionary appropriately to help in her explanations.
21. In the rest of the school teaching is good overall, but there are considerable variations between key stages and subjects. The teaching of English and literacy, for example, is satisfactory in Key Stage 1, good in Key Stage 2 and very good in Key Stage 3. It should be noted that the teacher in Year 7 was employed on a temporary basis during the absence of a senior teacher and it is not possible to judge how well the consistently good teaching during the inspection replicated that normally found in this class. The teaching of English and literacy has improved since the last inspection, when its overall quality was judged to be satisfactory and there were few lessons of good quality observed. In Key Stage 2, lessons were never less than good with some lessons in Year 4 and Year 6 being very good. The Literacy Strategy is understood well by most, but not all, teachers. In Year 6, the two classes are grouped well according to prior attainment. Most teachers have high expectations of what their pupils can achieve and, under the leadership of the present headteacher, view EAL as a positive attribute, especially when pupils have acquired

competence in English. They use questioning well to draw out meaning and develop pupils' understanding effectively. Teachers plan their lessons well to match the needs of their pupils and assess their progress closely. All pupils are learning well. In Year 7 the two lessons observed were both of high quality. They were well organised and managed, with the teacher having very good class control. His very good questioning gave his pupils effective opportunities to speak confidently and to express their views clearly on the characters in the story being studied. In these lessons pupils enjoyed their learning and made very good progress.

In the one unsatisfactory lesson in Year 1, a relatively inexperienced teacher had insecure knowledge of the Literacy Strategy and her teaching lacked challenge. Pupils were not given enough time to complete their tasks because the introductory part went on for too long and some pupils lost concentration. The new deputy headteacher, who takes up her post at the beginning of the summer term, is a literacy specialist whose role is to include a focus on raising standards in English.

22. In mathematics and numeracy, teaching is good overall, but satisfactory in Key Stage 1. No unsatisfactory teaching was seen. This is an improvement since the last inspection. Most teachers have good subject knowledge, give clear explanations and teach the basic skills well. Their effective teaching methods help pupils of all attainment levels to maintain concentration and make good progress in their learning. Teachers manage their classes very well, although class management is better in Key Stage 2 and Year 7 than in Key Stage 1, where it is satisfactory. Lessons are well planned and most teachers have high expectations of their pupils, although less so in Key Stage 1.
23. In science, teaching is good overall; it is satisfactory in Key Stage 1 and very good in Year 7. It has improved since the last inspection when teaching was satisfactory overall with some unsatisfactory teaching. The teaching of basic skills is good overall. Some teachers, notably in Years 6 and 7, have very good subject knowledge and use this very well in their questioning, both to challenge their pupils and to assess their level of understanding. In a very good lesson in Year 7, the teacher had planned the practical lesson very well, moved it along at an interesting pace and gave his pupils opportunities to speak and to write up their observations. These pupils learned very well and made very good progress. In one otherwise satisfactory lesson in Key Stage 1, the teacher adopted behaviour management strategies that were not fully effective and, whilst her pupils made satisfactory progress, it could have been better had her management technique been more secure.
24. In most other subjects, where there is sufficient evidence to make judgements, teaching is satisfactory. In French, in Year 7, the class was taught by the headteacher and was very good. She had clear learning objectives with well-chosen activities and used good explanations and demonstrations. In ICT teaching is good overall, although many teachers are not sufficiently aware of the potential of the technology to encourage pupils to use it more to help their learning in other subjects. In Year 7 it is very good and in Key Stage 2 it is good, although an excellent lesson was observed in Year 6. In this lesson the teacher had provided outstanding pre-prepared tutorials that pupils referred to very effectively to guide them when they had a problem for example, when some pupils were not sure how to use 'Excel'. In Year 4 there was unsatisfactory teaching by a part-time teacher, who did not have the management strategies to control a group of pupils who were off the task. In this lesson the majority made unsatisfactory progress. In religious education teaching is satisfactory overall, but unsatisfactory in Key Stage 1. In an unsatisfactory lesson in Year 2 the work was not appropriately matched to the needs of all pupils and there were weaknesses in managing the pupils as the pace of the lesson was slow and some pupils drifted off task. In music, in the lessons seen, teaching was satisfactory overall and some was good. However, there are weaknesses in teachers' subject knowledge and expertise that prevent standards being raised above the ordinary. No lessons were seen in Year 7. There was insufficient evidence to judge teaching in art and design, design and technology and history and, in Key Stage 1, physical education.

25. Teachers and classroom assistants work generally well together to support pupils, although this is not always the case. In a geography lesson in Year 2 for example, the learning support assistant was very effective, helping pupils to fill in worksheets on different weather formations in various locations and had a positive effect on the progress of the pupils she worked with. The teacher who supports the learning of pupils with EAL and the learning support assistants, some of whom are bilingual, also work well alongside teachers. On occasions, support staff were not fully involved in all aspects of the lesson, for example in a Year 1 literacy lesson the teacher's assistant did not participate in the opening session that was heavily teacher dominated.
26. At the meeting and in the questionnaire, there was a mixed response to homework with some parents expressing concern about its quality. Inspectors found that, whilst it varied in quality between classes and year groups, it was satisfactory overall and similar to that given in other schools. The quality of teachers' marking varies considerably and is satisfactory overall. At its best it is good with teachers making judicious use of examples for pupils to improve their work. In some work, comments are less helpful and do not suggest how pupils could improve.

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

27. The curriculum in the Foundation Stage, including the quality and range of learning opportunities provided for children, is good. Teachers in the nursery and reception classes plan well together to promote children's development and to ensure all the elements of the Early Learning Goals are provided, following the recommendations from the Qualifications and Curriculum Authority (QCA), "Curriculum Guidance for the Foundation Stage." They promote children's personal, social and emotional development well and all staff make good provision for language, literacy and communication. Some of the staff are bilingual and use their skills well to support and encourage children for whom English is not their first language, enhancing their speaking and listening skills and developing their vocabulary. In the safe outdoor play area there is limited space for children to use large wheeled toys and other equipment, limiting opportunities to develop their dexterity and sense of space.
28. In Key Stages 1 and 2 the curriculum is broad and balanced and inclusive and meets the needs of its pupils. This judgement broadly reflects that made in the previous report. However, the provision for ICT and for design and technology, as well as for pupils with EAL, is now better. In ICT, teachers do not encourage pupils to use their skills to support their learning sufficiently in other subjects. The statutory curriculum is in place and the school teaches religious education in line with the requirements of the Locally Agreed Syllabus. French is taught in Year 7, where the curriculum overall, is good. In music, most teachers are not confident in the subject and rely very heavily on the scheme of work and curriculum map that meets statutory requirements.
29. In its planning the school makes good use of the schemes of work suggested by the QCA. Provision for pupils with SEN is good, overall and satisfactory in Key Stage 1. These pupils have full access to the curriculum and have clear individual education plans (IEPs), although these are mainly concerned with literacy and numeracy. Pupils are supported well in lessons by effective learning support assistants. Those on the register of gifted and talented pupils have a group IEP showing how they might be further challenged in their learning. The practice of regularly withdrawing groups of pupils from class lessons means that they miss important learning experiences, sometimes on a consistent basis and have to be hurriedly brought up to date by their teachers. This practice is not confined to SEN pupils. During the inspection for example, pupils were withdrawn for instrumental music tuition and were heard reading during lessons in religious education and mathematics. Such practice diminishes the otherwise good access to the curriculum for all pupils. Good provision is made for pupils who are in the early stages of learning English and who receive their extra support in the classroom. All are given appropriate support.

Two pupils who are achieving very well in mathematics are taught with older classes. The school provides well organised booster classes in English and mathematics for older pupils and has established a Thinking Club for pupils in Year 6, where particularly able pupils have the chance to work together in a tuition group. Pupils who are in the early stages of learning English, have IEPs with specific targets and programmes of work identified. These pupils are well supported in lessons by effective learning support assistants.

30. The school makes good provision for the development of pupils' literacy and numeracy skills, both in lessons in English and mathematics and by their further development when used in other subjects. However, insufficient attention is given to the standards of presentation of pupils' written work. The school's monitoring procedures identified that more attention needed to be given to word problems in mathematics and this is now systematically taught as part of the mathematics programme in each class. The National Numeracy Strategy is extended into Year 7. When pupils are given homework it is appropriate to help them learn effectively.

31. There is satisfactory provision for pupils' personal, social and health education. This is an improvement since the last inspection when it was unsatisfactory. Sex education is taught appropriately and children are made aware of the dangers of drug misuse. In Circle Time¹ pupils are encouraged to communicate and listen to what others have to say. The School Council is another opportunity for pupils to make their views heard and play an effective part in school decision making.

32. The school's provision of out-of-school activities, to enrich pupils' learning, is good. It provides pupils with enjoyable activities which further their learning in a variety of areas and range from the academic - booster classes, the artistic - music groups and Indian dance, - to sporting - indoor cricket and a football club. Although good, the school has plans to increase the activities on offer. A range of educational visits also enriches pupils' learning. For example, as part of their history studies, pupils in Year 4 visited the British Museum and those in Year 5 visited Harrow School and learned about aspects of its history and some of its famous pupils, such as Sir Winston Churchill. As part of religious education, pupils in Years 1 and 5 visited a synagogue. Those in Years 6 and 7 have examined art and design in the local park. It is intended that Year 7 will make a day trip to France in the summer term. Currently there is no provision for older pupils to experience the challenges of residential trips.

33. There are satisfactory links with the local community that make a positive contribution to pupils' learning. Staff from a local restaurant have shown pupils how to make pizzas and a local writer has visited the school and talked with pupils about her work. On the sporting side, pupils have taken part in a local tennis competition.

34. There are good relationships with partner institutions. The school shares effectively information about the needs of particular pupils with teachers from the secondary school to which most will transfer. Arrangements are also being made for Year 7 to use a local secondary school's laboratory facilities in the summer term. A tutor from Harrow College works with the Family Literacy and Numeracy groups of parents and children in school. Visitors from local places of worship such as the synagogue and temple make an effective contribution to pupils' learning. The local National Health Trust provides a nurse who visits the school each week to oversee the health of pupils and a local doctor is also on call.

35. The provision for pupils' personal development is good. Provision for pupils' spiritual development has improved since the last inspection when it was unsatisfactory and was identified as an aspect

¹ During Circle Time pupils discuss a wide range of personal and general issues. All pupils agree that no interruptions should occur and only one person at a time will speak. Pupils respect each other's views at all times and, therefore, pupils feel confident that they can talk with ease and free from interference from other children.

requiring improvement. The school has worked hard to address this issue and provision is now good. Acts of worship are of good quality and make a positive contribution to pupils' spiritual development. Pupils are taught to respect and value each other. They listen attentively to stories from different traditions and begin to understand how others live. Assemblies include time for silent reflection and pupils respond very well. In lessons pupils are often thoughtful and reflective and teachers make good use of questions to stimulate pupils' thinking about a range of issues. Discussions in Circle Time provide opportunities for pupils to talk about important events in their lives and to receive helpful support and guidance from teachers and fellow pupils.

36. The provision for pupils' moral development is good. The school is clear about what it expects from pupils. Pupils understand what is right and wrong and the good behaviour from almost all shows that they recognise the difference. The school's code of behaviour is displayed in classrooms and in common areas and is something to which teachers often refer in lessons. Teachers and learning support assistants are good role models and, by their example, show pupils how they ought to behave. Many older pupils reflect the school's moral code in the caring attitude they show towards younger pupils.

37. Provision for pupils' social development is good. Teachers provide many opportunities for pupils to work together in lessons either in pairs or in groups. There are a few examples of younger children behaving aggressively towards each other but the large majority are kind and caring towards one another. Pupils regularly take part in fundraising activities for local and national charities. A pupil in the reception class recently suggested a 'bring-and-buy' sale for charity while the older pupils helped to organise the event that was very successful in raising funds.

38. The school makes satisfactory provision for pupils' cultural development overall, although the emphasis on multicultural development is good. There are 'Welcome' notices around the school in a variety of languages and good extra-curricular opportunities to support pupils' cultural development.

Pupils have the opportunity to study Indian music, learning the tabla or harmonium. There is also an Indian dance club. During the inspection there was a good act of worship celebrating St Patrick's day and Irish culture through music and dance. Whilst the school values the cultural heritage of all its pupils, music and art do not make a strong contribution to pupils' cultural development. The school benefits from regular visits from musicians from the Harrow Music Service, for example to teach the steel pans. However, music does not have a high profile in the everyday life of the school. In both subjects the work of artists and musicians from a wide range of cultural backgrounds or work in different styles is not sufficiently emphasised to reflect the wider cultural heritage outside the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The school provides a safe and secure environment for its pupils. All staff are sensitive to the needs of individual pupils, which are often complex and the procedures for dealing with child protection, medical and health issues are good. A welfare officer oversees the procedures and keeps good records, whilst the school nurse visits weekly. The school premises are clean and free from hazards, except for the path leading to the nursery and a tree stump in the playground. However, there is no shade in the playground to protect pupils from the heat and sun in summer. Supervision at lunchtime is generally good, although individual members of the supervisory staff monitor a number of classrooms involving some being unsupervised for periods of time when pupils eat their packed lunches.

40. There are good arrangements for the assessment of pupils' attainment and progress in English, mathematics and science. This is a marked improvement since the last inspection, when they were unsatisfactory. Since the arrival of the headteacher the school has begun to develop systems for improving assessment in the other subjects. For example there is a helpful system of

assessment at the end of a unit of work, as suggested by the QCA. This is also the method used to record progress in religious education.

41. The school's entry profile, when children join the nursery and baseline assessment when they enter the reception, are used well to identify attainment; their individual needs and progress are kept under regular review. For the rest of the school there is a clear framework for assessment with the main focus on pupils' progress in English and mathematics. Individual targets are set in these two subjects and are known by both pupils and parents. They are helpfully written into the pupils' workbooks for continual reference by the teacher and pupil. Half-termly assessments are made and targets are revised in the light of the pupil's progress. Pupils' progress is evaluated through a good system of tracking individual attainments from the end of Year 2 onwards. Information is carefully recorded and provides clear evidence of how well pupils are achieving and their rate of progress. In addition, each class has termly targets for improvement, which are also assessed. Assessment is satisfactory overall in guiding curricular planning and is good in English and mathematics. For example, recently the school decided that more work with word problems was needed in mathematics. The emphasis on this work is now in all classes. The school is moving towards using assessments in other subjects to guide curricular planning. Although records are kept, assessments do not clearly refer to how well pupils are acquiring skills; for example, in art and design or in design and technology.
42. There is good support and provision for pupils with SEN. The IEPs for these pupils and those who need support in learning English, are clearly written, with assessable, measurable targets and regular reviews of progress. Pupils' needs are assessed on a regular basis. Parents are invited to reviews and assessments of pupils in the later stages of the code of practice. Pupils are removed from the SEN register when this is considered appropriate. The school makes provision for pupils to be assessed in their home language if there is cause for concern. The IEPs for EAL pupils are referred to when being supported. Assessments are made of how pupils have progressed and records are carefully filed and accessible. It is helpful to teachers that some pupils, identified as gifted and talented, have a group IEP that identifies the nature of support that should be given.
43. Overall the provision of educational and personal support for pupils is good. This is an improvement since the previous inspection. Attendance is monitored closely and appropriate steps taken to ensure pupils attend and arrive on time. Despite these satisfactory procedures they are not effective for a minority of families who do not give the school the support it deserves and do not deter some families taking extended holidays in term time. Procedures for encouraging and supporting good behaviour are effective, although some teachers lack the experience to apply them appropriately. The procedures for monitoring and supporting personal development are satisfactory but rely too heavily on teachers' knowledge of individual pupils. There is no systematic recording of personal development although the outcomes are good.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. Parents have positive views of the school. This is an improvement since the last inspection. They appreciate what it does for their children and are supportive of school policies. They say their children like school, make good progress and behave well. They are pleased with the quality of teaching, feel they are well informed of their children's progress and believe the school wants their children to do their best. A minority has some reservations about homework and activities outside lessons - views with which inspectors do not agree – and some feel that the school does not work closely with parents, although that view is changing because of the leadership of the present headteacher. During the inspection many parents spoke very highly of the school.
45. The information provided for parents is satisfactory overall. The prospectus and the governor's annual report both have some essential pieces of information missing. In the governors' annual report for example, the school's National Curriculum test results are compared to the LEA but not to the national picture and in the school prospectus they are not included at all. The end of year reports to parents make no comment on pupils' personal development; however they are

informative about the pupils' academic achievements and note areas for improvement. The reports are well received by parents. The system of coding achievement and effort makes it difficult for parents to understand how their children compare with others.

46. Parents feel comfortable in approaching the school, although they are often reluctant to do so. A literacy and numeracy programme, organised by Harrow College and funded by the standards fund, provides effective support for parents and children and is making a valuable contribution to boosting parents' confidence and self esteem. The Kenton Centre, shortly to be opened on the school site, is expected to improve further links with parents and the community. Monthly newsletters and termly letters about the curriculum help to keep parents informed about the school and its life. However, the impact of what the school is trying to do in improving links to parents is reduced because many are unfamiliar with written English and the messages are not properly understood. Written materials are not generally translated.
47. The impact of parents on the work of the school is satisfactory; for example, parents with children who have SEN are welcome to meet with staff to discuss their children's progress. However the parents are a potential source of strength and talent which up to now has not been properly harnessed by the school. A very small number come into school regularly to help with reading and a few more to help with trips and school events. Some parents help in school. Some have recorded stories in community languages and occasionally take groups at storytime. For example, during the inspection, pupils enjoyed a story told in Gujarati by a nursery nurse and some parents.
48. Parents are keen to assist the school in the education of their children and are very willing to help but often work commitments prevent them doing so. Many parents buy books for their children or take them to the public library at weekends even where there is no tradition of reading within the family. Some parents were critical of the use of worksheets for homework and would welcome workbooks in which they could exchange comments with teachers. Since the last inspection the Parents, Teachers and Friends Association has been strengthened and is effective in raising valued funds for the benefit of the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. Following the resignation of the previous headteacher in August 2000 after the inspection in January, the school went through a difficult period in which it was threatened with closure in the autumn term. The governors appointed the deputy headteacher to be acting head in January 2001, supported by a full-time education consultant employed by the local education authority, that has also given the school effective support. Some of the improvements during that period included the raising of staff morale (during the previous inspection staff did not feel supported), the involvement of teachers in the formulation of the school improvement plan and more involvement of the governing body in the life of the school. More emphasis was given to the raising of standards and to establishing a culture of monitoring and evaluation, for example in regularly checking on the quality of pupils' work and the standards of teaching. Following the HMI monitoring visit in September 2001, the leadership and management of the school was judged to be satisfactory. This was an improvement on the previous inspection when leadership and management were unsatisfactory.
50. The present headteacher took up her post in January 2002. Her leadership and management skills are outstanding. At the time of the inspection, the headteacher had been in post for less than a term. She presently has no deputy, but an appointment has been made that will be taken up in April. The headteacher brings to the post both energy and drive and has continued to raise staff morale. The quality of her leadership reflects the published aims and values of the school very well. She has analysed the strengths and weaknesses in the school effectively and has conducted a programme of monitoring teaching, initially focusing on literacy. She is aware that this programme needs to be extended to mathematics and science. Her strong vision to move the school forward is based on a deep commitment to raise standards in all areas of school life and to implement the school improvement agenda. She wants to ensure that all staff share her vision and already there is an improving culture of high expectations for all pupils. She views educational

inclusion as a strong priority; for example, she emphasises the positive advantages that pupils with EAL bring to the school in terms of the development of their conceptual thought and discourages using the proportion of pupils with EAL or, indeed, pupil mobility, as excuses for test results being lower than they should be. This approach is having a very positive effect on the attitudes of staff. Their morale is high and many of the teachers mentioned to inspectors the improved climate for learning in the school since her arrival. They feel that the headteacher provides very clear educational direction for the work of the school – a view with which inspectors fully agree. During the inspection many teachers used the school mantra, *'Reach for the Stars'* to encourage all of their pupils to do their best. One of her priorities for improvement is to involve parents more in the life of the school. The headteacher has established very good relationships with pupils, parents, staff and governors. The parents positively welcome the new head and feel that management has generally improved.

51. At the last inspection the governors were criticised for not having a full understanding of the strengths and weaknesses of the school or hold fully shared information. This is no longer the case. Since the last inspection there has been a large number of changes on the governing body including a new chair, who has held the post for less than 18 months. They fulfil their statutory responsibilities very well although there are a few omissions of required items in the annual report and prospectus. The governors share the headteacher's commitment to improvement and perform this aspect of their leadership to a high standard, bringing strong clarity of purpose to the contribution they make to the effectiveness of the school. They share the headteacher's desire to celebrate the positive aspects of bilingualism. They have a very good understanding of the school's strengths and weaknesses and are caring and supportive.

They are reorganising their committee structure to make it more effective in discharging their duties. From April there will be four committees; teaching and learning; staffing; parents and the community; and health, safety and premises. The chairs of these committees will constitute a fifth – the finance and strategic committee. The intention is that committee reports will help to measure the school's effectiveness and the challenges it faces more rigorously. The governors take their responsibilities very seriously. For example, when filling the headteacher vacancy, they took three attempts before getting the right candidate - the present headteacher - and were not panicked into making a quick appointment.

52. The headteacher's delegation of responsibilities to staff is effective, but will be reviewed upon the arrival of the new deputy headteacher, a leading literacy practitioner. The Literacy and Numeracy Strategies are well established. During the inspection genuine teamwork amongst all levels of the school staff was observed. They share the commitment of the headteacher and, under her leadership, have the capacity to raise standards. The school has agreed a good policy for the performance management of teachers and produced a timetable for the completion of the first cycle.
53. During the inspection, the co-ordinator for SEN was absent on sick leave and the headteacher had taken temporary responsibility for this aspect. She has identified areas for development in this area, for example in the use of learning assistant support and how the withdrawal of pupils is managed.
54. The management of the school's finances and budget planning is good. The school is very clear about planning to improve educational opportunities. Although financial planning for the current year shows a projected underspend of over nine per cent the governors are keen to point out that this is a planned underspend. This is because, hitherto, the school has benefited from being an Additional Resourced Mainstream School (ARMS), an LEA scheme that funds a number of places for statemented pupils rather than the number of pupils. Last year this amounted to over £90,000 and in the current financial year to over £70,000. Following a budget review last September the school was alerted that it would lose ARMS funding as the scheme is to be wound up in April. The governors took a conscious decision to make compensatory savings by not replacing some teachers when they left. Funding from national initiatives, such as the standards fund for the

Family Literacy and Numeracy project and the Ethnic Minority Achievement Grant is used effectively and the school makes good use of its resources to support teaching and learning. The quality of financial control is good and the few recommendations of the last auditors' report have been acted upon effectively. The priorities in the school improvement plan are very appropriately identified.

55. There is good understanding of the use of new technology in the office, for a range of administrative tasks. There is satisfactory use of the technology in other areas of the school. The very capable school secretary manages the day-to-day administration well, allowing the school to run smoothly.
56. There are sufficient staff, resources and accommodation to meet the demands of the national curriculum – a similar position to that reported at the last inspection. The teaching staff has a good mix of experience and skills and the induction procedures for staff new to the school are effective; teachers are able to provide adequate support to newly qualified and temporary teachers, although there is no music specialist to support those teachers whose skills are weak. The school is well supported by learning assistants and lunchtime supervisors.
57. Accommodation is satisfactory overall. The library is now centralised, well stocked and accessible. Pupils use it to search for both fiction and non-fiction, developing their research skills. Although the school is making good use of the suite, computers are not used as well as they could be in most subject areas. There is a good number of teaching areas available, enabling the school to devote space for specialist use such as the music room, the ICT suite and numeracy and literacy rooms, that are also used effectively for family learning. However while the classrooms are satisfactory for the numbers of pupils on roll at present, most of them are unsuitable for teaching classes of 30 or so older pupils. This could prove a problem if all the present infants remain in the school throughout their primary education. An issue in the previous inspection report was to improve the outdoor learning environment for children under five.

There is a secure play area for the Foundation Stage and this is used well by both nursery and reception classes. This area is attractive and provides opportunities for learning in a variety of ways. However, the position of the climbing frame, in the middle of the area, limits opportunities to exercise large wheeled toys and there is no other provision for this. The school does have a small number of tricycles but these were not used during the inspection. Although there is no laboratory provision for science teaching in Year 7, arrangements have been made with a local secondary school to book its facilities when necessary. The playground is an arid area, lacks stimulation for the pupils and has no shade or adequate seating. The headteacher is aware that the outside facilities are in need of improvement.

58. With the exception of inadequate provision for computers in some classrooms, learning resources are generally sufficient in quantity, good in quality and well used by the teaching staff. For pupils in the early stages of acquiring English, learning resources are limited.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. To raise standards and improve the quality of education, the headteacher, staff and governors should:
 - i. **raise standards further in English, mathematics and science by:**
 - continuing to monitor the quality of teaching and pupils' standards in English and extending the monitoring programme on a systematic basis to mathematics and science (*paragraphs 18, 50, 95, 103*); and
 - implementing a consistent approach to improving the standards of pupils' written work in all subjects (*paragraphs 6, 30, 86, 98, 114, 140*).
 - ii. **improve the quality of some teaching by:**
 - ensuring all teachers have secure knowledge of the Literacy Strategy (*paragraphs 21, 87*); and

- improving the behaviour management strategies of some teachers to bring them up to the level of the best (*paragraphs 24, 25, 87, 102, 120, 145*).
- iii. **extend the use of ICT to enable pupils to support learning in other subjects, including literacy, numeracy and science by:**
- improving all teachers' awareness of the benefits and potential of the technology (*paragraphs 6, 9, 25, 85, 92, 102, 108, 121, 146*); and
 - providing sufficient computers in all classrooms (*paragraphs 9, 58, 121*).
- iv. **raise the levels of attendance up to those of the national averages by:**
- reducing the rate of unauthorised absence by devising systems and procedures that target the relatively few families whose children tend to be persistently absent and that discourage other parents taking their children on extended holidays in term time (*paragraphs 15, 43*).

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- extend procedures to monitor the quality of teaching and pupils' performance to all subjects (*paragraphs 132, 146*);
- improve the co-ordination of music in the school (*paragraphs 25, 131, 132*);
- reorganise the outside play area for the Foundation Stage (*paragraphs 57, 68, 78*);
- ensure pupils who are withdrawn for SEN support, reading or music tuition do not miss consistently parts of the curriculum (*paragraph 30*); and
- improve the provision for pupils' cultural development by extending the range of art and music to reflect the wider cultural heritage outside the school (*paragraph 38*).

OTHER SPECIFIED FEATURES

The provision for and standards achieved by pupils with English as an additional language

60. The attainment of pupils who need support to learn English is mostly below the national standards expected of 11 year olds, but they make good progress in their learning and achieve well, overall, because the school provides good support. This is an improvement since the last inspection. Ninety-six per cent of pupils are members of minority ethnic groups and 88 per cent speak another language or several languages at home. Some, who arrived in the country as refugees, had already begun learning another European language. Currently 21 languages are spoken by the school population.
61. The school has a senior member of staff who is a specialist in the teaching of English as an additional language. Funding is provided through the Ethnic Minorities Achievement Grant and is used well. She works alongside teachers in the classroom, taking part in the lessons and sometimes providing materials that help pupils in their understanding. As an example, in the reception class, when the class was enjoying the story, 'We are going on a Bear hunt'; this teacher brought in cardboard models which provided an extra focus for pupils who had little English. The materials were used well to help them to understand concepts such as 'over', 'through', 'under' and 'around', because the pupils were able to use them themselves to demonstrate the actions. This learning was reinforced by further work with pupils in the sand tray and by the use of the vocabulary in outdoor activities.
62. The specialist teacher assesses new pupils of all ages carefully when they enter the school, to decide what their needs in English language might be. These initial assessments are followed up and are taken account of in teachers' planning. Pupils needing consistent support are given an individual education plan (IEP) with clear targets and strategies for teaching. These are reviewed

systematically and new targets are set as appropriate. At present, 20 pupils have IEPs – just under 25 per cent of those on the school's register (85 pupils). They are used well by the EAL teacher and the support assistants who keep careful assessments and records after working with pupils in class. She also guides class teachers as they settle pupils into school. A helpful handbook, on the teaching of bilingual beginners and a starter pack for use in the classroom, has been provided for class teachers, suggesting how best to make pupils feel at home and identifying examples of work that the new pupils might be expected to do.

63. The specialist teacher also provides valuable help for parents. She, and other bilingual or multilingual staff, make themselves available to talk with parents and to give a wide range of help and advice to those who are unfamiliar with English. The nursery nurse is able to communicate with parents in community languages. The specialist teacher runs early years workshops for parents. The aim is to give them an understanding of the range of work being done in the youngest classes and how they might help their children at home through inexpensive home-made games or everyday activities. Many parents attend these sessions regularly, enjoy them and find them very helpful.
64. There is a limited range of resources that includes a small dual language collection of stories and other books, but many are worn and are ready for replacement. Some books are kept in packs along with audio tapes and may be taken home by pupils. The tape collection is rather small. Dictionaries are available; in one class a pupil was seen to use an English-Farsi dictionary to look up a word. Nevertheless, many books and tapes need to be replaced and expanded.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	71
Number of discussions with staff, governors, other adults and pupils	40

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	13	33	21	3	0	0
Percentage	1.5	18.5	46	30	4	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	18	238
Number of full-time pupils known to be eligible for free school meals	0	52

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y7
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	21

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	63
Pupils who left the school other than at the usual time of leaving	95

Attendance

Authorised absence

	%
School data	7.1

Unauthorised absence

	%
School data	1.1

National comparative data	5.6
---------------------------	-----

National comparative data	0.6
---------------------------	-----

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	17	12	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	10	15
	Girls	10	8	10
	Total	23	18	25
Percentage of pupils at NC level 2 or above	School	79 (72)	62 (76)	86 (89)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	15	14
	Girls	11	11	11
	Total	25	26	25
Percentage of pupils at NC level 2 or above	School	86 (74)	90 (87)	86 (70)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	17	16	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	10	10
	Girls	9	6	10
	Total	18	16	20
Percentage of pupils at NC level 4 or above	School	55 (40)	48 (56)	61 (66)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	9	9
	Girls	3	5	3
	Total	10	14	12
Percentage of pupils at NC level 4 or above	School	30 (54)	42 (60)	38 (60)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	8
Black – African heritage	4
Black – other	7
Indian	119
Pakistani	14
Bangladeshi	7
Chinese	1
White	26
Any other minority ethnic group	52

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y7

Total number of qualified teachers (FTE)	11.8
Number of pupils per qualified teacher	21.8
Average class size	21.6

Education support staff: YR – Y7

Total number of education support staff	10.0
Total aggregate hours worked per week	271

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	18
Total number of education support staff	2.0
Total aggregate hours worked per week	32
Number of pupils per FTE adult	8

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	8.2
Number of teachers appointed to the school during the last two years	4.5
Total number of vacant teaching posts (FTE)	3.5
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	3.5
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	2	0
Indian	1	0
Pakistani	1	0
Bangladeshi	0	0
Chinese	0	0
White	2	0
Other minority ethnic groups	1	0

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

Financial information

Financial year	2000/2001
	£
Total income	1,024,066
Total expenditure	964,174
Expenditure per pupil	3,183
Balance brought forward from previous year	23,387
Balance carried forward to next year	83,279

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	250
Number of questionnaires returned	135

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	23	0	1	1
My child is making good progress in school.	45	50	3	1	1
Behaviour in the school is good.	52	40	4	1	2
My child gets the right amount of work to do at home.	41	35	16	4	1
The teaching is good.	55	36	2	0	4
I am kept well informed about how my child is getting on.	53	38	7	1	1
I would feel comfortable about approaching the school with questions or a problem.	49	40	5	1	3
The school expects my child to work hard and achieve his or her best.	52	41	4	0	3
The school works closely with parents.	44	43	9	1	2
The school is well led and managed.	44	39	7	1	8
The school is helping my child become mature and responsible.	47	44	5	1	2
The school provides an interesting range of activities outside lessons.	36	33	16	6	10

Summary of parents' and carers' responses

The inspection team agrees with parents' positive views. They found that homework is generally set appropriately and the range of outside activities is good. Parents at the meeting were more positive about the leadership and management of the school than the responses indicate in the questionnaire which was completed very shortly after the headteacher took up her post. Inspectors found the school to be exceptionally well managed.

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

65. Children enter the nursery shortly after their third birthday. For most of the children, English is an additional language and this is their first experience of being outside their home. When they join the nursery their speaking and early mathematical skills are well below those normally found for children this age. Children's personal, social and emotional development and their knowledge and understanding of the world are also well below expected levels. During their time in the nursery, they make good progress in all the areas of learning. Not all of the children who attend the nursery transfer to reception, as some leave to join other schools without nurseries, for example, some voluntary aided schools. Similarly, some children join reception without having attended the nursery and have had a variety of pre-school experiences. When they begin their education in reception the attainment of many children is well below average in all the areas of learning for children of this age but they make good progress in reception. The school records indicate that, overall, children who have attended the nursery are better prepared to study the National Curriculum by the time they move into Year 1. Some are likely to achieve the Early Learning Goals but for the majority of children attainment is below expected levels. Children who start school in the reception also make good progress but, by the time they start in Year 1, the attainment of most children is well below the levels expected of their age in communication, language and literacy and mathematical development.
66. Teaching is consistently good overall and, on occasion, very good. The curriculum in both the nursery and reception classes is well planned to promote children's development in all the areas of learning. Teachers and support staff make particularly good provision for the areas of language, literacy and communication. Some of the staff are bilingual and use their skills well to support and encourage children whose home language is not English. They take every opportunity to develop children's speaking and listening skills and their planning and practice includes promoting children's vocabulary and understanding of spoken English. Staff make very good provision for children's personal, social and emotional development. This is particularly important, as many of the children do not have the language skills to negotiate with and to make their needs known to, others. In both classes a varied and stimulating range of activities is planned to promote children's learning.
67. Teachers in the nursery and reception classes work well together to plan the curriculum. They have good knowledge of the requirements of the Foundation Stage curriculum and ensure that provision covers all the recommended areas of learning. They plan topics together to ensure that there is progression throughout the Foundation Stage but are aware that flexibility is required as children enter the reception, particularly with various experiences of pre-school settings. Teachers and support staff make detailed observations of the children and know them well. All adults in both nursery and reception classes have good relationships with the children and manage them well. They act as good role models and the children respond very well.
68. An issue in the last inspection was the need to improve the outdoor learning environment for children under five. There has been improvement in this regard. There is a secure play area which is used well by both nursery and reception classes. This is an attractive area and provides opportunities for learning in a variety of ways. However, the position of the climbing frame, in the middle of the area, limits opportunities for the use of wheeled toys and there is no alternative provision. The school does have a small number of tricycles but these were not used during the inspection. In the past year the school has worked with a local artist to paint attractive murals on the walls enclosing the outdoor play area enhancing the learning environment.
69. Children are very happy and settled in school. They are familiar with routines and settle well to their activities. Staff have very good relationships with children and manage them well. During the inspection one nursery child returned after an absence. The nursery nurse took good care of him,

encouraging his parent to stay and settle him for as long as necessary. She then took care to observe how he was settling and supported him where necessary, ensuring his wellbeing. A child new to the nursery was also very well supported and settled well.

Personal, social and emotional development

70. When children enter the nursery the majority have personal and social skills that are well below average. However the staff support them very well and they quickly become used to the class routines and enjoy coming to school. Most children play happily alongside each other but few play together. As many of the children have English as an additional language (EAL), they do not find it easy to talk to each other at the start of their time in nursery. This has an impact on their ability to share toys and equipment, as often they do not ask for what they want but tend to take toys from each other. Staff in the nursery manage this kindly and firmly, intervening when appropriate and helping children to develop their social skills. Children enjoy the range of activities provided in the nursery but, as yet, show limited concentration for their age. They are curious and keen to try out new activities. Before and after a physical education lesson, several children needed much help when changing their clothes.
71. During their time in the nursery children make good progress and by the time they enter reception their attainment in this area of learning is broadly at a level appropriate for their age. Children continue to make good progress in the reception class and, by the end of the year, most are likely to achieve the early learning goals. Children are settled and secure in school and are developing good attitudes to learning. Most try hard with their activities and their concentration is improving. In reception children manage their clothes independently when changing. Some children still find it difficult to share toys and take turns, but the majority is sociable and co-operative and behaves well.

Communication, language and literacy

72. The majority of children in the nursery and reception classes speak English as an additional language. The attainment of the majority in this area of learning is well below average when they enter Year 1. Children's speaking skills are not well developed. They often rely on nods or gestures to make their needs known. This is also the case when they are spoken to in their home language. A small number of children in the nursery enjoy looking at books, but most of the children prefer other activities offered. They find it very hard to sit and listen at the start of the day and are keen to get on with activities involving more physical activity. Staff in both classes work hard to promote children's language development and increase their vocabulary. In the reception class, children greatly enjoyed listening to the story "We're going on a bear hunt". They were keen to join in the repeated parts of the story and to copy the teacher's expression. Some of the children enjoy using the pictures to tell the story and are developing good early reading skills.
73. In the nursery children are at the very early stages of writing and a few attempt to write their names. When children arrive in the morning in reception they collect their name cards to register. Most of them are able to recognise their own names and a few are able to identify some of the letters in their name. In the reception class a minority are able to write their names independently and are beginning to write other words. Two higher attaining children in this class have met the early learning goals for this area of learning and are now working within early National Curriculum levels. A small number of children are likely to attain the early learning goals by the end of reception but the attainment of the majority is still well below average.

Mathematical development

74. Children's attainment is well below average in both the nursery and reception classes. The majority of children in the nursery recognise few numbers and are not able to count on their own. In a group they can count to four but do not match numbers to objects as they count. Children do not recognise the names of all the colours they use in their printing. A few children in the nursery enjoyed using a computer game helping them to recognise numbers up to four.
75. In the reception they enjoyed making repeated patterns using peg boards. One of the children

was able to make a pattern using four colours. In another group, children had made repeating patterns using squares, triangles and circles. They could name the shapes and colours they had used, although some were unsure of the name for the triangle. Most children can count to five and a small number can count reliably beyond this. They begin to write numbers but many tend to reverse them. They enjoy singing number games and rhymes. The majority of children are unfamiliar with English and their use of mathematical vocabulary is limited.

Two higher attaining children have already attained the early learning goals and are working within the early National Curriculum levels. However only a small number of children are likely to attain the expected standard by the end of reception and the attainment of the majority is well below average.

Knowledge and understanding of the world

76. A small number of children have a good basic general knowledge when they start school but the majority have very limited experience and understanding in this area. They show an interest in how things work and are questioning and curious. They enjoy using construction toys such as 'lego' to build models, although boys are more enthusiastic about this than girls. However, girls enjoy the activity when encouraged by adults, who demonstrate well and play with the girls to encourage them to take part. They also take every opportunity to encourage the development of children's language in all aspects of play. Children enjoyed making feeders for small birds to hang in the outdoor area but were not totally clear about their use. For example, they knew that the birds would eat the seeds but were not sure why the feeders should be hung high up.
77. Children in the Reception class enjoyed planting seeds in the outside area. After an assembly, they enjoyed the joke that planting a coin might result in growing a money tree. They understand that this cannot happen. Children enjoy using the computer to play number games. They are developing control of the mouse to move objects on the screen with the cursor. By the time they start in Year 1, a small number of children are likely to attain the early learning goals but the attainment of the majority is below average.

Physical development

78. At the time of the last inspection, the provision for outdoor play was unsatisfactory. This has been developed and the school now provides a good range of opportunities to promote children's development in this area of learning. However the outside space is quite small and not well arranged to allow the use of wheeled toys and large equipment. Both the nursery and reception classes also have sessions in the hall for physical education. In the nursery, children are lively and responsive in these lessons. They enjoyed enacting animal movements, pretending to be 'slithery snakes.' They enjoy running around the hall but do not listen well, do not carefully respond to the music and are not fully aware of other children in the space around them. However, they respond quickly and stop their activities when the teacher instructs them.
79. By the time they are in reception children can control their movements well and move with agility. They are able to throw beanbags reasonably effectively, aiming carefully towards their partner's hands but are less skilled in catching. They work with enthusiasm and increasing skill. Many children are on course to meet this aspect of physical development by the end of the reception year. In class children use pencils, brushes, glue sticks and other small tools, but many of them lack confidence and skill. Only a small number of children are on course to meet the early learning goals and overall the attainment of most children is below average.

Creative development

80. When they start school, children's attainment in this area of learning is well below average. Children enjoy using paint to print and make pictures, but most are still at the stage of exploring the materials and have not developed sufficiently to be making pictures. In both classes children have opportunities to draw and paint and to explore a range of materials but they lack confidence.

Children enjoy using the imaginative play area to invent games. Two children played a lively game of tigers that involved chasing each other but this became rather boisterous and adults eventually felt the need to intervene. Another child, on finding the till in the 'pet shop' empty, decided that robbers must have visited and used the toy telephone to call the police.

81. Children in reception enjoy using their puppet theatre to retell stories. Whilst a small number of children are likely to attain the early learning goals by the end of the Reception Year, the majority are unlikely to do so.

ENGLISH

82. The results of the 2001 tests in English showed that overall standards of pupils in Year 2 were well below the national average in reading and writing and were also well below compared with the performance of similar schools. In the 2001 national tests for pupils in Year 6, standards were well below average compared with all schools nationally and compared to similar schools. The proportions of pupils reaching the expected Level 4 were broadly average, but those reaching the higher Level 5 were well below average. From 1997, standards declined sharply to 1999 and have improved since then at a rate greater than the national average, though standards remain well below average. Inspection findings show that standards for pupils aged seven and 11 and for pupils in Year 7, whilst improving, are still below average. The overall good progress made by pupils is attributable to the general good quality of teaching, improved assessment procedures and analysis of test data, the positive impact of the Literacy Strategy, the school's current focus on literacy and the pupils' good behaviour and attitudes.
83. Inspection findings show that standards for speaking and listening are below average when pupils are in Year 2 but are broadly at expected levels by the time they are in Year 6 and in Year 7. Standards for reading are broadly at expected levels throughout the school and pupils are achieving well. In writing standards are below average overall, although many pupils in Year 6 are achieving at expected levels and some are achieving above. However there are too many not achieving at the expected level. Standards of presentation, including handwriting, are generally unsatisfactory, except in Year 7 where presentation is satisfactory, although the standard of work overall, is still below average. Pupils with special educational needs (SEN) and those with English as an additional language (EAL) generally make good progress overall, as, along with their peers, they respond well to the general standard of good teaching. There were no discernible differences in the attainment of boys or girls. The school believes that standards are likely to continue to rise and inspection confirms the validity of this belief. The school's targets for example, for pupils expected to achieve the standard Level 4 or above, have been increased to 72 per cent since they were originally ratified by the governors at 62 per cent. This is a considerable improvement, particularly in relation to the 55 per cent who achieved this standard last year. Whilst these targets are challenging there are strong indications that they are achievable. Similarly, whilst standards overall are just below average, pupils in Year 7 are making good progress in their final year before secondary transfer and are achieving satisfactorily.
84. Teachers provide a range of opportunities for pupils throughout the school to develop their speaking and listening skills. They often set up the introductory part of lessons so that pupils have time to 'pair and share' what they know and have learnt and they acquire and use the language associated with the topic. In Year 2 for example, pupils listened well to the language in 'Why Frog and Snake can't be Friends' that helped them describe the pictures they found on the Internet. With high mobility of pupils with EAL, teachers do not always take into account the slow development of some recent arrivals that find the acquisition of common cultural concepts difficult. In Year 2 for example, in a lesson in religious education, pupils showed weak listening skills about the Muslim pilgrimage as the task set was too challenging and they did not have sufficient understanding of the concepts. However, at this age, pupils' listening skills are generally better than their speaking skills. They benefit from their teacher's emphasis on vocabulary appropriate to the subject. For

example, in this class pupils understand the key vocabulary associated with using a 'search engine' on the Internet. Pupils in Year 6 are enthusiastic when contributing to discussions and speak confidently in class and examine different types of argument effectively. Throughout the school, teachers encourage pupils, working in pairs or small groups, to discuss their work with each other. As they get older they increasingly take each other's points of view into account. In Year 7 pupils listen well and express their views clearly and confidently on the characters in the story 'Skellig'. The opportunities for older pupils to serve on the School Council promote their oral and listening skills positively and raise their self-esteem.

85. As pupils' reading skills on entry to the school are generally very low, they do well to attain average standards, particularly, as in Year 2, nearly half of the class has not had experience in the nursery. Pupils build upon their experiences of phonics learnt in reception and enjoy reading. Average and below average pupils, including those with SEN, quickly develop their knowledge and understanding of letter sounds due to the quality of the structured teaching that they experience. This helps them to tackle new and unfamiliar words, as in a geography lesson where pupils identified various weather patterns such as 'sunny', 'snowy', 'cloudy', 'foggy' and 'rainy'. Above average pupils are very interested in reading and confidently identify the adjectives in a favourite story, 'Why Frog and Snake can't be Friends'. In Year 6, above average pupils read well with increasing fluency and accuracy and speak knowledgeably of a range of authors, including favourites such as Roald Dahl and J K Rowling. The reading skills of the majority of pupils of this age are sufficiently well developed to enable them to cope with most texts. They are confident in using non-fiction books and understand and use the pages for the contents and indexes. Pupils are able to use the classification system in the school library to find books. Overall, reading standards in Year 7 are at expected levels. Pupils of average attainment read fluently, with good understanding and enjoy reading, but below average pupils do not read enough at this age. A higher attaining pupil read very well and her explanations showed good understanding of the story. Her mispronunciation of a few words was understandable given that English was one of her eight spoken languages.
86. Pupils' written English is the weakest aspect of the subject throughout the school. Work in pupils' books in Year 2 shows that they have made satisfactory progress but their writing is often unfinished and untidily presented. The skills they show in their handwriting books are not transferred to their everyday work. Their writing includes stories, poems, letters and instructions, but sentence construction is below the standard expected for pupils this age and correct punctuation is not consistently applied. Work in pupils' books in Year 6, indicates that pupils of all attainment levels have made good progress so far this year. Above average pupils are able to produce descriptive sentences that command attention with one pupil, for example, writing, "She put the shiny, silver key slowly into the keyhole and twisted it; it gave a little click and it was open". Some pupils of average ability are also able to write well, as when one pupil wrote a fairy story, 'The Dragon's Lair' and used descriptive writing effectively; "In one cave on top of the mountain, I saw the dragon eating people". However the general level of average pupils' work is not up to this standard. Their work shows an improving style but with erratic spelling. Pupils in Year 7 have studied the writings of notable authors, such as Chaucer and Shakespeare and written their own evocative versions, for example one pupil wrote after the abduction of Persephone, 'When Demeter learnt what had happened, she was desperate with grief and went to Zeus for help'. In this year group, pupils take particular care in presentation and their handwriting is careful and neat. Further down the school, handwriting skills, although practised well, are not transferred to the pupils' general writing tasks. Thus, presentational skills need strengthening throughout the school. Standards of spelling and grammar, including punctuation, are varied. Some use different forms of writing appropriately; for instance in Year 6 when producing an empathetic account of a day in the life of Anne Frank. Literacy is used well in many subjects such as history, where pupils in Year 6 explain clearly the intricacies of toys and games in ancient Egypt. However, pupils are not given sufficient opportunities to use computer technology to improve their writing, though this picture is beginning to change with the introduction of portable writing computers, such as the Alpha Smart, used during the inspection in Year 7. Writing standards overall are below average, but are clearly improving particularly in Key Stage 2 where there is consistently good teaching, with much of it very good.

87. The quality of teaching is good overall; it is satisfactory in Key Stage 1, good in Key Stage 2 and, during the inspection, very good in Year 7. Most teachers have high expectations of what pupils should achieve, including those with SEN and the majority who are pupils with EAL. They use questioning effectively to draw out meaning and develop pupils' understanding. In a lesson in Year 4 the objective of which was to find powerful adjectives with the suffix 'y' or 'ful', pupils were forced to think and referred to the word cards in the classroom to provide suitable examples of alternatives. They worked hard and one pupil correctly spelled 'shiny' to describe the Iron Man's skin. At this point, the teacher gave appropriate praise and reinforced their confidence. In most literacy lessons, pupils are placed in groups of broadly the same attainment level and teachers plan work that is appropriately matched to pupils' abilities. As a result pupils are challenged to learn and they respond by working hard and productively and make good progress.

Below average pupils, including those with SEN, are well supported by teacher assistants and, as a result, pupils learn well. In Year 6 the parallel classes are arranged in two sets grouped by prior attainment. This arrangement works effectively; pupils are appropriately grouped and challenged by good teaching and they learn well. The teaching of spelling throughout the school is generally satisfactory but does not consistently lead to improvements in pupils' written work. Strategies to make the link between learning spellings and applying them in pupils' writing have not been developed. Teachers assess pupils' progress carefully and effectively and use the knowledge gleaned to set challenging targets for improvement both for individuals and groups of pupils. Most teachers share the learning objectives with their pupils at the beginning of lessons so that pupils are clear about what they should know and do. Marking of work within the lesson also identifies clearly what is needed to improve standards and gives pupils a good understanding of their teachers' high expectations. In one unsatisfactory lesson in Key Stage 1, the teaching lacked challenge as the teacher spent too much time emphasising the alphabetical order of the index – a concept already understood well by the pupils. Her knowledge of the National Literacy Strategy was not as secure as that of her colleagues and the lesson was unbalanced, with the carpet session lasting 35 minutes. Because the pace of the lesson was slow pupils found it difficult to concentrate and the teacher struggled to manage the pupils satisfactorily.

88. When the new headteacher arrived in January 2002 there were weaknesses in English and poor standards. There is still some way to go, but the weaknesses are being remedied rigorously and effectively and standards are rising. The effective analysis of test data has helped the school to identify very accurately just what needs to be improved. This has been followed by well-designed strategies for improvement. The number and quality of books has improved, helping to stimulate pupils' interest in reading. There has been thorough and effective monitoring of teaching and learning by the headteacher. The subject co-ordinator therefore has a very accurate understanding of what needs improving and how to go about it. There is an effective focus on improvement throughout the school that is having a strong impact upon rising standards. The school is aware that literacy tends to be underused in most subjects, the exceptions being science and design and technology.

MATHEMATICS

89. Standards of attainment in Year 6 are below average, overall. Inspection finds that the majority of pupils reach the standard of work expected nationally and some do significantly better, but a substantial minority does not, reducing the overall standard and echoing the judgement of the last inspection. However, most pupils are achieving well in relation to their prior attainment and are doing better than the National Curriculum test results in 2001 would suggest, because of good teaching. In Year 6 results were well below the national average and the performance of similar schools. Standards in Year 2 are in line with those expected for this age group with a few pupils doing better. This is better than the last inspection report but not as high as the 2001 National Curriculum tests, when the results were above the national average and were well above the performance of similar schools. These standards were the result of intensive additional support given to pupils before the tests and paid for by the school. Standards of pupils' work in Year 7 are below those expected, overall, but some pupils' attainment is at expected levels. This is a small year group, with about half the group having left at the end of Year 6 and the affect of the numbers

of pupils with SEN has a disproportionate affect on standards. Overall, these pupils are achieving satisfactorily. There is no significant difference in the performance of girls and boys.

90. During the inspection, pupils made good progress overall, because teaching was good and pupils enjoyed the subject. Two pupils, who are achieving very well and whose understanding is above that of the rest of their year group, work with older classes for lessons in mathematics. These pupils are also making good progress. Pupils in Year 6 are taught well in sets based on prior attainment and receive close attention. Pupils with EAL and SEN are well supported and make good progress in Key Stage 2 and Year 7. They make satisfactory progress in Key Stage 1. The school's good practice in involving the home is also a factor in the progress pupils make. Family numeracy classes are held every week and parents are shown how they can help with their children's learning.

Targets for 2002 for pupils in Year 6, have been increased from 48 per cent achieved in 2001 to 68 per cent - close to last years national average, although slightly below. Inspection evidence suggests that these targets are achievable.

91. For most pupils, attainment on entry to the school is well below that normally expected. However, pupils in Year 2 are acquiring a satisfactory knowledge and understanding of the different aspects of mathematics, particularly number. Pupils count in tens and correctly complete a number line. They add and subtract reasonably accurately and identify even numbers appropriately. They can break a number, such as 48, into tens and units. The above average pupils add large numbers correctly, such as $92 + 60$. When working out their calculations, pupils correctly use vertical or horizontal methods of writing down the numbers. The above average pupils multiply accurately, using their knowledge of the 2, 5 and 10 times tables. They correctly find halves and quarters in numbers and shapes. Many measure carefully in centimetres, sometimes estimating the length beforehand with reasonable accuracy. Pupils identify the basic shapes and correctly count their sides, faces and corners. Pupils are learning successfully to use mathematical language and read written problems and decide the mathematics they need to find the answer. Pupils collect and sort information into graphic form, producing a table showing how many counters they have of different colours.
92. By Year 6, pupils choose which number operations to use to solve both number and word problems. They check their answers in various ways, including reversing the number operations, for example first multiplying and then checking by dividing the answer. In both classes pupils learn to give reasons for their answers and confidently share the methods they have used to work out number operations or word problems. They correctly add and subtract decimal numbers and are becoming increasingly competent in multiplying and dividing decimals. The above average have a good understanding of what each digit represents in a number up to three decimal places. They are able to place fractions in order of size and convert them to decimals. In their studies of shapes, pupils successfully identify angles, measure perimeters and diameters and work out how to find the area. In a good link with design and technology, pupils used pipe-cleaners and art straws to make basic geometrical shapes for the framework of buildings. The above average measure angles correctly. Pupils complete and interpret block graphs, for example, income from sales from the tuck shop. Pupils make some use of ICT but its use depends too much on the proclivity of individual teachers. It has been used in work on symmetry and reflections.
93. In Year 7 pupils use their knowledge of arithmetical operations effectively as they learn about algebraic equations. The class had been introduced to algebra the week before the inspection and pupils were making good progress. An analysis of pupils' work shows that the above average successfully find the square root of numbers up to 400. Pupils can find the rule when studying sequences of numbers, enabling them to extend the sequence and are able to identify equivalent fractions.
94. The quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2 and Year 7. No unsatisfactory teaching was seen. This is an improvement since the last inspection, when the overall quality was satisfactory but there were instances of unsatisfactory teaching. Teachers

transmit their enjoyment of the subject to their pupils, who respond well. Their subject knowledge is good, enabling them to give clear explanations and the basic skills, particularly of numeracy, are taught well in Key Stage 2 and Year 7. Pupils learn that there is often more than one way of finding an answer to a problem and are taught to use a range of strategies, which they are encouraged to describe and share with the rest of the class. The teaching methods are effective and help pupils of all attainment levels to progress in their learning. Time is used well and pupils sustain interest in their lessons. The management of pupils is particularly good in Key Stage 2 and Year 7 and is satisfactory in Key Stage 1. Teachers and classroom assistants work well together, supporting the pupils. The teacher who supports pupils with EAL and her learning support assistant, also work well alongside teachers in lessons. Most lessons are well planned, with clear learning objectives showing what it is pupils are intended to learn. Teachers' expectations of their pupils are good overall and this is reflected in the activities chosen which help pupils of all abilities to move on in their learning. Homework is given appropriately and is chosen to add to pupils' understanding of their school work.

Older pupils are able to work well on their own as well as in small groups or pairs, discussing together and sharing ideas of how to tackle the problems posed. Most teachers assess the understanding and progress of their pupils well. The use of sets in Year 6 enables work to be well matched for them. Pupils behave well, though they sometimes have to be reminded of their behaviour in Key Stage 1. They enjoy the subject and are interested and ready to learn. Pupils use their improving numeracy skills well in science but they are used in other subjects much less frequently.

95. The co-ordinator manages the subject adequately and gives satisfactory leadership. A programme of monitoring of teaching and learning has been initiated recently but this is in the very early stages of implementation. Some teachers have been observed and have been given detailed feedback, with follow up visits from the co-ordinator after a period of time, but this is not yet systematic enough. There has been a recent focus on the development of pupils' word problem skills and this is proving to be successful as pupils tackle this aspect of their work well. Information from internal and National Curriculum tests is studied and a check is kept on pupils' progress. This year the school intends to replicate the intensive support given to pupils before the National Curriculum tests in the summer term of 2001. Pupils in Years 5 and 6 are offered booster classes in mathematics during the lunch break or after school. These are well organised and taught and are a valuable additional support to help pupils learn well. Resources are adequate.

SCIENCE

96. Teacher assessments for pupils in Year 2 in 2001 indicate that standards were below those expected, when compared to other schools nationally. The proportion achieving the higher Level 3 was well below the national average. The 2001 National Curriculum tests for pupils in Year 6 show that, when compared to the national picture, standards were well below those expected nationally and when compared to the performance in similar schools. The proportion achieving the higher Level 5 was also well below the national average. The school's predictions for the 2002 National Curriculum tests are significantly higher than the percentages achieving or exceeding the expected level in 2001 – and are both realistic and challenging in relation to pupils' prior attainment.
97. Inspection findings show that whilst many pupils in the current Year 2 are working at satisfactory levels and some are working at levels above, the overall standard is below average. These are similar standards to those reported at the last inspection and to those suggested by the National Curriculum teacher assessments in 2001. Just over half the pupils in the year group joined the school in the nursery; the remainder had no experience of the nursery and joined the school subsequently.
98. Work in the books of pupils in Year 2 shows that they are given the opportunity to work across all attainment targets. In physical processes they investigate electricity and have a reasonable grasp

of which electrical appliances work from batteries and those that depend on mains electricity. Their work indicates they have a rudimentary knowledge of simple electrical circuits. In life processes and living things they consider the importance of healthy eating and the benefits of eating fish, fruit and vegetables compared to eating snacks. In materials and their properties they identify and name correctly commonly found materials such as wood, plastic, paper, fabric and glass. The quantity of work and the general standard of presentation are below average. In a lesson in Year 2 pupils studied the foods that they ate and listed their favourite foods clearly. The quantity of work varied considerably and the standards and presentation were generally below average.

99. In Year 6, evidence from lessons observed and an analysis of work in pupils' books show that the standards achieved are below average overall. Pupils' standards, although below average, are better than the National Curriculum tests might indicate. Most pupils are making good progress, including those with SEN, as they respond to good teaching in both classes. In these classes the pupils are achieving well in relation to their prior attainment. In this year group just over a quarter of the pupils joined the school in the nursery, with the remainder joining at various stages of their school career. In Year 6 the classes are organised into two groups according to pupils' prior attainment.

There is good emphasis on developing pupils' investigative skills, an improvement since the last inspection. Lessons were observed in both groups where pupils were studying electricity and were investigating whether the thickness of a wire affected the brightness of a bulb. In the upper set the objective was for the group to devise the investigation. The class worked well in groups and designed a fair test effectively to determine which variables would remain the same, such as the length of the wire, the bulb and batteries. They also identified that the variable that would change would be the thickness of the wire. The class as a group were confident in determining the method to be used and showed a sound knowledge of fair testing and electrical circuits. They took appropriate advantage of the opportunities to exercise their initiative in writing up the design and identifying the method to be used, the equipment, the hypothesis and the table of results. In this upper set the standard was in line with the national average, with some pupils achieving above. In the lower set the pupils showed satisfactory competence in building circuits and most, including SEN pupils, were able to make predictions, test and observe. They made suitable comparisons but not all of the observations were scientifically accurate. Although a minority of pupils are likely to achieve the expected standard by the end of the year, the majority are working below, reducing the overall standard in the year group.

100. In Year 7 in a lesson observed, pupils benefited from the skills of a very good teacher, temporarily replacing the class teacher absent on sick leave and all made very good progress in learning to carry out a simple experiment to identify and distinguish between acids and alkalis. They used a pipette carefully when they placed a tiny drop of liquid from a test tube onto universal indicator paper and compared the colour change with the chart, to identify the level of acidity or alkalinity. They had satisfactory understanding that pH is a method of measuring alkalinity or acidity and is expressed as a number from 0 to 14. They had learned that neutral is represented by 7; a higher figure suggests more alkalinity; the lower the figure the more acidity. In this lesson pupils used their literacy skills well to take notes and then to write them up into paragraphs. This was a very good lesson that was supported by very good resources, challenging pupils with new scientific knowledge and methods of testing. The standard of pupils' work in this lesson was in line with that expected and pupils' were achieving well. However, the teacher had been in the school for only ten days at the time of the inspection and is the third teacher in this class since September. The work in pupils' books reveals that the general standard is below average, including the standard of presentation.
101. Pupils' attitudes to learning are good overall. In Key Stage 1 they are satisfactory. In Year 7, in the lesson seen, pupils' attitudes to learning were excellent. They responded very well to the high quality of teaching and showed high levels of concentration and interest in their work. They had very good regard to health and safety requirements and fully understood the need to wear protective goggles, for example when working with potentially dangerous substances. In Year 6, the pupils were excited when they studied electricity but channelled their enthusiasm appropriately

into their tasks. In Year 2, whilst pupils were keen and enthusiastic, they became rather noisy as their teacher's management skills were not as well developed as some of her colleagues, impairing pupils' progress.

102. The quality of teaching is satisfactory in Key Stage 1, good in Key Stage 2, very good in Key Stage 3 and good overall. This is an improvement since the last inspection when the overall quality of teaching was satisfactory with some unsatisfactory teaching being observed. The improvement in teaching is the main reason for the generally upward trend in standards. In the best lessons the teachers had very good subject knowledge and used this to good effect when they asked probing questions to both challenge their pupils and assess the level of their understanding. In the introduction to the lesson in Year 7, when the teacher had only taught science to this class once before he asked: "*What do you know about acids and alkalis?*" Pupils offered sensible ideas with one saying, "*Acids destroy things*" whilst another said, "*Acids help us digest our food and break it into bits*". The teacher was able to establish quickly that his pupils were ready to tackle the lesson objectives without the need for revision. In Year 6 the two teachers gave their pupils appropriate opportunities to work independently, monitored their work well and intervened only when necessary. Their pupils enjoyed the lessons and the opportunities to work independently. When the teacher in the upper set asked, towards the end of the lesson, "*Have you come across any difficulties?*" they were able to say, "*How to measure the brightness*", coming to this conclusion without any intervention from their teacher.

In one otherwise satisfactory lesson in Key Stage 1, the teacher's behaviour management strategies were not sufficiently effective to reduce the noise levels, generated by her pupils' enthusiasm and this impeded their progress. The use of information and communication technology (ICT) is not consistent to support learning in the subject. In some classes it is used well, whilst in others it is hardly used at all and too much is left to the discretion of individual teachers. The quality and frequency of marking is variable and is satisfactory overall. At its best the teachers' comments are helpful, showing pupils clearly how they might improve their work such as, "*Make your diagrams bigger*"; "*Always use a ruler to draw labelling lines*". In some instances comments are less helpful and many spelling mistakes are not identified.

103. Although pupils use their literacy skills significantly in science there is insufficient attention paid to handwriting, general presentation and spelling. Numeracy is used appropriately. The school has adopted the national guidance from the QCA as its scheme of work. During the inspection the co-ordinator was on maternity leave and two teachers provided satisfactory leadership and management in her absence. Historically the monitoring of teaching has been inadequate, although in the last year the local education authority has provided effective support in targeting individual lessons and helping to bring about improvement in teaching including the raising of teachers' expectations. The recently appointed headteacher is determined to raise teachers' expectations still further in order to continue to raise standards and realises more systematic monitoring of teaching needs to be implemented. Statutory requirements are met fully and resources for the subject are adequate.

ART AND DESIGN

104. A limited number of lessons were observed during the inspection. In addition to those lessons judgements are based on work on display, an analysis of pupils' sketch-books, teachers' planning and discussions with teachers and pupils. Inspection finds standards are broadly average throughout the school and are similar to those at the last inspection. All pupils, including those with SEN and EAL, make satisfactory progress.
105. Pupils in Year 2 explore a range of materials and techniques in art. When painting portraits they develop a satisfactory sense of proportion. They mix colours appropriately and use a variety of materials to make collage pictures. For example, pupils have made an attractive display to illustrate the story of 'The Rainbow Fish'. When pupils are in Year 6 they explore a range of techniques and show satisfactory development of their skills in art and design. Their work shows they have designed and made a range of headwear in 3D, using collage and textiles appropriately.

Pupils in Year 4 have designed repeating patterns using string and powder paint. With the support of parents, they have made pleasing collages in Rangoli patterns to celebrate the festival of Divali, using different seeds and paper. In Year 7, pupils work on observational drawings. Using mirrors, they examine their eyes carefully and also those of a partner. This exercise is followed by a series of practice sketches and these are used to produce an enlarged drawing of an eye. Pupils work hard at their drawings and use their skills of pencil shading and blending pastels in their work. They enjoy their art lessons, work hard and are courteous and keen to show and talk about their work.

106. There were insufficient lessons to judge the quality of teaching, overall. In one of the lessons, in Year 7, teaching was very good. Planning was detailed and focused appropriately on developing pupils' skills. The teacher had good subject knowledge and had created a very positive working atmosphere to which the pupils responded very well and worked with effort and concentration. The teacher had very effective interactions with pupils and gave constructive feedback. In the other lesson, the teacher had good management skills and satisfactory subject knowledge to help pupils to develop their skills. The teacher set time targets, within which work was to be completed and this strategy kept the pupils focused and on task. Although the learning support assistant generally gave effective support, at times she was inclined to do too much for the pupils rather than encourage them to work independently.
107. The curriculum provides a good range of learning opportunities. The school has adopted national guidance for art and uses this as its basic framework. However there are missed opportunities to promote pupils' cultural development. The school has in the past had an artist in residence and pupils have produced very attractive paintings based on Indian art.

Apart from this work, the study of artists is limited. In the present inspection there was very limited evidence of pupils studying the work of artists from a range of cultures.

108. The subject is managed satisfactorily and resources are adequate. However there is inadequate use of the assessment of standards and pupils' progress when planning work. An appropriate action plan has been produced to support the development of the subject. ICT is insufficiently used to help pupils learn in the subject. Improvement since the last inspection has been satisfactory.

DESIGN AND TECHNOLOGY

109. At the last inspection there was very little work in the subject and it was not timetabled in Key Stages 1 and 2. This unsatisfactory situation has been remedied and the subject is taught regularly in all classes. The school has adopted the method of having a technology week each half term. This enables pupils to follow through a project, from the planning to the making and evaluation stages. The time allocated ensures that pupils are able to use their skills in language, mathematics and science in their technology work. There has been a specific focus on developing language through design and technology.
110. Because the technology week was not taking place, only one lesson was observed during the inspection. However, the school has kept models and detailed records of pupils' recent work. Judgements are therefore based on this evidence and the work in pupils' planning books, discussions with pupils and evidence from teachers' planning. This evidence indicates that pupils are attaining satisfactory standards by the ages of seven and 11 and in Year 7 and make satisfactory progress in developing their skills. There is insufficient evidence to make judgements about the quality of teaching.
111. In Year 2, pupils examine a variety of vehicle designs and compare the size of the wheels and the number of moving parts. They design and make their own wheeled vehicles, using different joining techniques. They talk enthusiastically about their models and explain how the axles work. In Year 3 pupils make 'moving monsters' using pneumatic systems. They explain clearly what this means and how it works. By the time pupils are in Year 6 they explore a range of materials and

discuss sensibly which materials would be suitable for building shelters and test out their ideas by making satisfactory models. In Year 7 work is linked to history. They design and make models of mediaeval siege engines. At the design stage they experiment with a variety of joints and make a sheet of examples using art straws. They use some of the joints effectively in making their models. Throughout the school pupils learn to evaluate their work and consider how they can improve it.

112. In the one lesson observed – in Year 5, teaching was satisfactory. The teacher planned her work thoroughly and placed appropriate emphasis on technical vocabulary that was particularly helpful to those pupils with EAL. Although the work planned was the same for all pupils in the class, planning showed that pupils were grouped, allowing them to work together and support each other. The teacher had secure knowledge of the subject and her planning showed that she was appropriately concerned to develop her pupils' design skills. In marking her pupils' plans and evaluations she asked relevant questions that helped the pupils to reflect on their work and so improve it.
113. The school has a good supply of tools and resources such as saws, drills, discs for wheels, batteries and motors for model making. The scheme of work has been revised and is based on national guidance, supplemented by other materials. A common planning format has been introduced helping to ensure that skills are developed systematically throughout the school. At present pupils' work is assessed at the end of each unit of work, using assessment statements from national guidance. This is about to be reviewed. The management of the subject has just been reorganised recently and it is too new to be able to judge its impact. However, the previous co-ordinator made an effective contribution to the development of the subject. Progress since the last inspection has been good.

Humanities

114. Attainment in both geography and history are average for pupils in Years 2, 6 and 7. This represents good improvement since the last inspection when standards were below average in both subjects, overall. Most pupils make satisfactory progress in developing their skills, knowledge and understanding in both subjects. In history in Year 2, pupils have a satisfactory sense of chronology, derived from their handling of photographs from the last century when they compare them with those from the present day. Similarly, they place key historical figures such as Guy Fawkes and Florence Nightingale into the correct century when studying their lives. By Year 6, pupils use their research skills and secondary sources such as CD-Roms and the Internet to produce detailed topic folders on the ancient Egyptians. In geography in both key stages, pupils appreciate that Kenton can be compared and contrasted with other places around the world. Pupils in Year 2 are fully aware of different climate and weather features of various locations, such as Katie Morag's home on the fictional Isle of Struay. In Year 6 pupils use their own local area to compare and contrast with different countries, especially those from where their families originate. In Year 7 in history, pupils study life in mediaeval times and make satisfactory observations about the coming of the Normans, the Battle of Hastings and how King William gained control. In geography, pupils study changes in industrialisation effectively and explore the environmental consequences of choosing a site for an oil company. In both subjects pupils' written presentational skills are below those expected for pupils' ages.
115. Only one history lesson was observed - in Year 6; there is therefore insufficient evidence to judge the quality of teaching overall. In this one lesson teaching was good. It was a well-planned lesson that drew effectively on pupils' previous work and experiences. Their knowledge of ancient Egyptian toys and games was deepened as they recalled their museum visit, showing good understanding of how the past can be represented and interpreted in different ways. The teacher used the satisfactory resources well and encouraged her pupils to use appropriate historical vocabulary.
116. In geography the quality of teaching and learning is satisfactory overall. In Year 2, the teacher planned her lesson well and the work was suited well to the needs of the various groups as they

explored the clothes needed for a trip to South Africa compared with those to Austria in winter. She used good resources and her pupils enjoyed their learning so that their understanding about variations in weather patterns in different locations was deepened. In Year 3, the teacher's good planning involved the class following up the lesson of the previous week well when fieldwork consisted of a walk through the locality. She developed pupils' knowledge and understanding of the local streets and their notable features satisfactorily, drawing appropriately on information gathered in the local fieldwork. In a very good geography lesson in Year 4 pupils enjoyed making comparisons with life in the Indian village of Chembakolli with that in their own locality. The teacher's enthusiasm and very good relationships with these pupils promotes very good learning about the differences and similarities in other places. She managed the class very well, using simple but effective strategies to calm the pupils down when they became a little noisy through excitement. At the command, "Hold your hands in the air!" they quickly identified a well-used signal to calm down, at which the teacher reminded them of the noise levels and the time they had left to complete the work.

117. The co-ordination of the humanities is satisfactory. The two subjects are promoted effectively and this is reflected in the quality of the displays around the school. Curriculum planning and the use of assessment are satisfactory. History is enhanced by visits to museums and special places of interest, such as Mountfichet Castle where pupils in Year 7 collect sufficient information to design siege engines in their design and technology lessons. In geography, trips on the River Thames widen pupils' knowledge and understanding of London beyond the locality. There is satisfactory use of ICT in the humanities. There are satisfactory resources and adequate accommodation.

INFORMATION AND COMMUNICATION TECHNOLOGY

118. At the time of the last inspection, attainment and progress were judged to be below average. There has been good improvement in provision since then and pupils in Years 2 and 6 achieve standards that are average and are progressing well. In Year 7, standards are above average and pupils are achieving very well. Pupils' progress in knowledge and understanding in ICT is good throughout the school because of the overall good quality of teaching and the confident use of very good equipment and resources. The progress made by pupils with SEN and with EAL is similar to other pupils.
119. In Year 2, above average pupils experiment with colours in their artwork using 'Colour Magic'. Average pupils and those of lower attainment use the Oxford encyclopaedia article on the CD-Rom to find pictures of the Blue Mosque in Istanbul in religious education. They use ICT occasionally, but not consistently in science, writing on the keyboard, "We learn how to combine text and graphics. During our lesson we learn to load, save and print our work of living and non-living things." Younger pupils show good development of their keyboard skills, using 'spray can' and selected colours in their pictures of fireworks. In Year 4 pupils use a paint program confidently to imitate the abstract art of Mondrian, whilst average and lower attaining pupils design wallpaper patterns appropriately. In Year 6, pupils add up the income from their tuck Shop sales, using a spreadsheet, effectively. When encountering problems using this program, they use an excellent tutorial commentary prepared by the school staff, or email each other across the suite asking their friends for advice. Above average pupils in Year 7 are proficient in designing web pages with 'hyperlinks' in their geography study of a location similar to Glebe, that is a town bisected by a river. Average and below average pupils learn new vocabulary such as 'nature reserve', 'contour lines' and 'petro-chemical' as they copy and paste, drag and drop images for their hyperlinks. Pupils in this year group are very creative as they use multi-media software to create a sound track, composing short pieces in a music program to accompany film clips from 'Star Wars'.
120. Teaching is satisfactory in Key Stage 1, good in Key Stage 2 and very good in Year 7 and good overall. Most teachers have good subject knowledge and use this well to organise and present their lessons confidently. In a lesson in Year 2 for example, pupils' knowledge and understanding of a search engine were reinforced by logging on to a familiar web site to search for animals, capturing a picture and adding to a word document with their own descriptions. An excellent lesson in Year 6 gave pupils very good opportunities to consolidate and extend their skills in

designing a balance sheet for the tuck shop, or using a tutorial commentary to design an electrical circuit for their work in science. Very good opportunities are prepared for pupils in Year 7 where the teacher's great enthusiasm communicated itself to the pupils who made good use of the technology – calculating bars of music to achieve synchronisation. Pupils are well supported, for example by the effective work of learning support staff. Teachers use options within the software well to match the needs of below average pupils and those with SEN, such as the video tutorials in 'Paint' and 'Excel'. Pupils are managed well. They are engaged in and enjoy the subject, are confident in using computers and concentrate well. In one unsatisfactory lesson in Year 4, the teacher's management of the class was unsatisfactory, as a group of pupils were off task for some of the lesson and lost concentration. The teacher's strategies to bring them back on task were not fully effective and progress was unsatisfactory.

121. The co-ordinator manages the subject well. She has used the suite for school workshops and extended its use to the extra-curricular breakfast club for pupils. Teachers have been supported well in their planning, which has been monitored. The training provided by funding from government initiatives has enhanced teachers' confidence and their basic skills considerably. Some of the school's resources are very good, including scanner, computer-controlled robot toys, laptop and alpha smart keyboards and audio tutorial programs in 'Paint' and 'Excel'. They are used and managed effectively and efficiently. Generally good use of the networked ICT suite promotes pupils' skills, that can be further developed on class based computers. However, some classrooms do not have a computer, for example classes in Year 6 and this is a school priority. Pupils often use the web links in the suite to research their topics. ICT is used in a limited number of subjects. There are good links with history and geography, but in other subjects the technology is used inconsistently. The subject is supported well by a policy and scheme of work that indicates how skills should be developed across the school. There is a policy agreed with parents for the monitoring of access to the Internet that represents good practice. Procedures for the assessment of pupils' attainment are good.

MODERN FOREIGN LANGUAGES

122. French is taught in Year 7. By the time the pupils leave the school at the end of the year, they make satisfactory progress and achieve standards that are broadly average for their age. However, their listening skills are not matched by their speaking skills, where, on many occasions, words are significantly mispronounced. Overall, this is an improved position since the last inspection, when attainment was judged to be below average. There is no significant difference in attainment or progress of boys and girls. Pupils with SEN and EAL are given adequate support within the lessons enabling them to make satisfactory progress.
123. Most pupils listen well to spoken French and have a good understanding of what they hear. For example, most understand when they are asked questions about their name, how old they are, where they live, their brothers and sisters and their pets. They are keen and most show a great willingness to answer, some with one word and others with a short phrase. Their attitudes are very good. When they are able to mimic the teacher's words in their answer, they show reasonable accuracy, but without this, they frequently mispronounce words. For example, when asked, "Comment tu t'appelles?" they are able to use the same verb in replying, "Je m'appelle Paul" and do this well. But when asked, "Quel age as-tu?" to which they should respond, "J'ai douze ans", they are less confident with the pronunciation. However, most pupils have a good recall of a range of French vocabulary. They are able to count to 30, and name a number of classroom objects such as pen, pencil, rubber, ruler, book, etc. Pupils are developing their writing and reading skills appropriately to support their speaking and listening skills. They copy the words and phrases they have used during the lesson and use this prompt to help them ask their partner questions.
124. Only one complete French lesson was observed during the inspection and in this, the teaching was very good. The teacher provides a very good role model for pupils and conducts the lesson almost entirely in French. She has a very good command of the language and a very good accent.

Analysis of pupils' work and of planning and talking to pupils, indicates that teaching is usually of this high standard. Lessons are well planned and are based on the LEA guidelines. This ensures that pupils consolidate the skills learned and make further progress. New words and phrases are demonstrated clearly and pupils are given frequent opportunities to practise their newly acquired skills. Lessons contain a variety of activities, all delivered briskly, ensuring that pupils remain fully motivated, willing to participate and keen to learn. Resources are well prepared and readily available. For example, a large map had been drawn for class work for giving directions and smaller maps had been duplicated for each pupil to use individually. Good emphasis is placed on involving pupils, either by answering the teachers' questions, or by talking together in pairs.

125. The subject is developing well in the school and with an enthusiastic co-ordinator and supportive headteacher, is positioned well to move ahead further. There is a good environment for learning, with well presented displays and a French café that opens at lunchtime from Monday to Friday. Six pupils ate their lunch there and were engaged throughout in French conversation with the headteacher. Real situations are used as much as possible to stimulate pupils and these are proving very successful. A digital camera has been used, with pupils labelling the pictures with comments in French, showing good links with ICT. Cassette audio-tapes are also used, songs are sung in French and French magazines are available for pupils to read at school or at home. Pupils have used the Internet to access information that they have presented in their fact-files. Good progress has been made since the last inspection.

MUSIC

126. Overall, in the lessons seen, pupils attain standards expected for their age and are similar to those reported at the last inspection. It was not possible to observe lessons in Year 7; there is therefore insufficient evidence to judge standards and the quality of teaching. In Key Stage 1 there were also insufficient lessons seen to judge the overall quality of teaching. However, although there are a number of musicians who visit the school regularly and this aspect of provision is good, the subject does not play a significant part in the life of the school.
127. In Year 2, the theme this term is to explore instruments and symbols. In this class the pupils were fully engaged in the activities, playing their tuned instruments of xylophones, glockenspiels and chime-bars enthusiastically, as accompaniment to the teacher as she read well the story of Rumpelstilskin. All pupils in the class, including those with SEN, responded well to the task, which was to empathise with the mood of the story by providing appropriate accompaniment. They used their imaginations well and made good progress in learning that music can be enjoyable and fun but needs discipline, to play both individually and in groups.
128. In Year 3 the objective was to combine rhythmic patterns when singing a phrase. They worked well in pairs to create a rhythmic pattern for the phrase, 'On the way to school'. Most groups were unable to complete this task successfully, with most of the pupils' written phrases not corresponding to those they had performed. One group had however, correctly identified the relationship between the spoken and written phrases and were proud of working as a team.
129. In Year 5, pupils studied the main elements in the structure of a song and were able to name melody, chorus, lyrics and rhyme. In Year 6 the objectives were to understand how musical structures are used in song and to be able to analyse lyrics and to perform a composition. These were ambitious aims and not all were achieved in the time available. The teacher chose the popular song 'Reach for the Stars' by the group 'S Club 7' to be used as a model for rhythm and rhyme. Pupils analysed the lyrics well and showed they had a good understanding of their meaning, interpreting 'When the world leaves you feeling blue' as 'Whenever you feel the world's let you down, you're feeling sad.' Similarly they showed good understanding when interpreting, 'Leave the past behind you' as 'We can forget everything and start again.' They made good attempts at composing their own lyrics using the rhythmic cadences from 'Reach for the Stars'.
130. Parts of two lessons were observed given by visiting musicians, one teaching steel pans, the other

Indian music and the teaching of the harmonium and tabla. Standards of playing are not as good as might be expected as some of the pupils have been receiving lessons for quite some time. This is because, although the pupils enjoy the lessons, they do not practise very much between lessons and therefore do not consolidate their learning as much as they might.

131. Teaching is satisfactory overall, although some teaching observed was good, including that by the visiting musicians. However most teachers do not have sufficient knowledge and skill to build on the interest and affinity that most pupils have with music and rely heavily on the scheme of work. Pupils are not enthused by the teaching. In assemblies for example, pupils sang in tune but showed no enthusiasm or sense of enjoyment. In the best lessons teachers planned their lessons well and managed their classes very confidently.
132. The headteacher is very keen to raise the profile of music both in the school and in the community. The co-ordination of the subject is not strong enough to raise its profile. Monitoring of teaching and assessment of pupils' standards, for example, are unsatisfactory. The pupils who receive tuition from the peripatetic teachers do not have sufficient guidance or encouragement from the school to co-ordinate their efforts and to encourage them to practise on a regular basis. In addition to the teachers for Indian music and the steel pans there are also teachers for violin, woodwind and brass. These valuable resources from the LEA are not being put to the most efficient use. These criticisms echo those made in the last inspection and therefore improvement since then has been unsatisfactory. Overall, it is unlikely that the current expertise amongst the staff is sufficient to enable the headteacher to realise her ambition. Resources are good.

PHYSICAL EDUCATION

133. Standards in Years 6 and 7 are broadly at expected levels and pupils are achieving satisfactorily. These standards are similar to those reported at the last inspection. The overall quality of teaching is satisfactory. It was not possible to observe lessons in Key Stage 1 and therefore judgements cannot be made either on pupils' attainment or the quality of teaching in this age group. In the spring term the curriculum focus is on gymnastics and games.
134. Lessons were seen in every year group in Key Stage 2. In Year 3 pupils are aware of the importance of warm-up, although not all are aware of space as they tend to cluster together when moving around the hall and need to be reminded to spread out. They are also aware of the effects of exercise on their bodies and say that it burns up energy and keeps them fit. During the activities all pupils, including those with SEN, show reasonable levels of control in using balls, hoops and skittles and make good progress in developing their skills. Teaching was good in this lesson. The teacher has good subject knowledge and gave clear instructions and all pupils listened well. He managed the class well and his effective interactions helped pupils to improve their work and develop their skills effectively.
135. In Year 4, pupils practise their ball control skills effectively using a bat to bounce small balls. They make satisfactory progress in developing their skills, with the tasks increasing in difficulty as the pupils are asked to attempt to bounce the balls into hoops placed on the floor. Some manage this well and show good control and use a light touch. Teaching was satisfactory, overall. The teacher explained the warm-up activities clearly and her planning ensured the pupils were fully aware of what was expected. The pace of the lesson was generally good, except when there were not enough balls and five pupils had to await their turn and sit watching.
136. In Year 5 pupils work in pairs practising their skills of catching and throwing and show reasonable skills of co-ordination and control. A game is organised in which the pupils are able to practise their skills appropriately and which they enjoy. Teaching was satisfactory but the pace of the lesson slowed as it took some time to organise the game and to explain the rules.
137. In the playground, pupils in Year 6 in pairs, practise their tennis skills, adapting their racquet grip

until they find one that is both effective and comfortable and use a swinging action to practise their forehand and backhand ground strokes satisfactorily. When two pairs of pupils join together, to simulate a game of tennis, this part of the lesson is less successful as the levels of skill are very variable, with many pupils not using the skills they had previously practised. Overall, pupils make satisfactory progress and enjoy the lesson. Teaching was satisfactory overall. The teacher managed the class well, had good class control and projected her voice well in the playground. The pupils clearly had respect for their teacher and were well behaved.

138. In Year 7, during a gymnastics lesson in the hall, pupils perform a sequence of movements, including rolls, satisfactorily with a partner, using small apparatus. They listen well to their teacher's instructions and enjoy practising their forward and backward rolls and make good progress overall. Although the overall standard of movement is broadly average about a quarter of the pupils are overweight and are not comfortable in moving about with dexterity. These pupils are not in a position to benefit from the good teaching from the temporary teacher and their progress is no more than satisfactory. The teacher's planning was good and he managed the class well. Despite being with the class only a short time, he had built up a good relationship with them and gave encouragement and praise when appropriate.
139. The majority of pupils are able to swim 25 metres by the time they leave the school. The leadership of the subject is satisfactory. The co-ordinator has good subject knowledge and has kept up-to-date by attending appropriate courses. So far there has been no monitoring of standards and teaching in other classes. The good range of extra-curricular activities includes some for sport, including indoor cricket and the football club, but pupils do not have the opportunity to go on residential trips where they could experience outdoor/adventurous activities. The subject is adequately resourced.

RELIGIOUS EDUCATION

140. At the time of the last inspection, pupils' attainment met the expectations of the locally agreed syllabus for pupils in Years 2 and 6 but in Year 7 it was below the expectations. Inspection shows similar standards in Key Stages 1 and 2, compared to the last inspection, but in Year 7 standards have improved and now meet expectations. Pupils are given good opportunities to learn about world faiths and the ceremonies and beliefs associated with them. Many pupils are from families with a strong faith background and are knowledgeable about their own and show respect towards others. Generally, pupils do not use their writing skills sufficiently in the subject.
141. The younger pupils talk reasonably confidently about objects and places that are special to them. They mention important books, clothes and places for special occasions. Pupils in Year 2 know that Mecca is an important place for Muslims, to which pilgrims from all over the world visit. They listened with interest as the learning support assistant spoke of a pilgrimage that members of her family had made.
142. Pupils in Years 3, 4 and 5 consider the customs and beliefs of a range of world faiths such as Judaism, Islam, Hinduism and Christianity. They reflect carefully on the similarities and differences in the ways that festivals and rites of passage are celebrated. Acts of worship contribute well to pupils' understanding of religious beliefs. During the inspection, a visitor from the local Hindu community told a story about the child Ganesh and how he discovered that God is in all living things so they should all be cared for and respected. One of the teachers followed this up well in a lesson on St Francis and his care for all creatures. One of the pupils said that *"God has no favourites so we should treat everyone well."* The teacher also took the opportunity to make the moral point that ownership of an animal brings with it responsibility.
143. Pupils in Year 6 discuss the meaning of 'rites of passage'. They speak about the important times in their own lives and in groups discuss marriage ceremonies in the Hindu, Muslim and Christian faiths. The teacher skilfully drew out for pupils aspects of the ceremonies that were social or cultural traditions such as giving presents and attending parties and those that have religious significance, such as making vows before God.

144. In Year 7 pupils study the Lord's Prayer. They know that this is an important prayer for Christians and are able to identify aspects of the prayer associated with worship. In discussions pupils show good knowledge and understanding but many find it difficult to transfer this knowledge to paper because of their weak writing skills.
145. Teaching is satisfactory overall but unsatisfactory in Key Stage 1. Teachers have secure subject knowledge. As well as teaching pupils facts about world faiths, they take care to discuss the traditions and celebrations relevant to faith communities. As a consequence, pupils are knowledgeable about world faiths and are able to discuss how faith is demonstrated in different ways in people's lives. In some good lessons, teachers gave pupils opportunities to reflect on their own experiences and responses to the issues being discussed. Pupils were keen to take these opportunities to share their ideas and offer thoughtful responses. Teachers used a variety of methods to generate interest. For example, pupils in Year 5 enjoyed greatly their recent visit to a local synagogue and, from discussions with them had clearly shown great interest in the Jewish traditions. In the one unsatisfactory lesson, the teacher had weaknesses in managing the pupils' behaviour. This was because some pupils found it difficult to sustain concentration as the pace of the lesson was slow and the work was not suitably matched to the needs of all. In most classes the good quality of relationships in the school contributed well to the subject because pupils listened attentively to each other and were able to share quite personal thoughts knowing that they would be respected by others.
146. The management of the subject is satisfactory. The school has recently reviewed the co-ordination of the subject but the new arrangements have not yet had time to make any significant impact. Until recently there had been no co-ordinator and teachers had not received any professional development. Arrangements to monitor the progress of pupils throughout the school and the quality of teaching are unsatisfactory, but a clear action plan with appropriate and well-focused priorities has been established. During the inspection there was no evidence of pupils using ICT to help them learn. Progress since the last inspection has been satisfactory.