

INSPECTION REPORT

PADDINGTON GREEN PRIMARY SCHOOL

Park Place Villas, London W2 1SP

LEA area: Westminster

Unique reference number: 101108

Headteacher: Ms Sally Hindle

Reporting inspector: Jane Lamb
(OFSTED No: 2153)

Dates of inspection: 11-14 December 2000

Inspection number: 224194

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior school with nursery
School category:	Community
Age range of pupils:	3-11 years
Gender of pupils:	Mixed
School address:	Park Place Villas London
Postcode:	W2 1SP
Telephone number:	0207 641 4122
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Appropriate authority:	Governing body
Name of chair of governors:	Ms Jackie Rosenberg
Date of previous inspection:	14-17 January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Jane Lamb (OFSTED No: 2153)	Registered inspector	English	What sort of school is it? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
		Religious education	How high are standards? a) The school's results and achievements
		Design and technology	
		Equal opportunities	
		English as an additional language	
Josephine Philbey (OFSTED No: 9405)	Lay inspector		How high are standards? b) Pupils' attitudes, behaviour and personal development
			How well does the school work in partnership with parents?
			How well does the school care for its pupils?
Angela Coyle (OFSTED No: 20603)	Team inspector	Mathematics	How good are the curricular and other opportunities offered to pupils?
		Science	
		Geography	
		Physical education	
Mary Farman (OFSTED No: 22452)	Team inspector	Art and design	
		Music	
		Children in the foundation stage	
Gavin Graveson (OFSTED No: 17939)	Team inspector	Information and communication technology	
		History	
		Special educational needs	

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Paddington Green Primary School is an average sized community school situated between Little Venice, Maida Vale and Edgware Road in north-west London and serves a community of great cultural diversity, which is reflected in its intake. The pupils come from a variety of homes, including local authority housing, bed and breakfast hotels and some privately owned homes. Well above the national average percentage of pupils are eligible for free school meals. The school has a very high rate of pupils joining and leaving, particularly at Key Stage 2 and about a third of the pupils are of refugee status. There are 185 pupils in the main school, 105 boys and 80 girls. There are 65 part-time children in the school's nursery. More than 75 per cent of pupils have English as their additional language and are given additional support, about a third of these pupils are at an early stage of acquiring English. This is very high compared with the national average. The numbers of pupils identified as having special educational needs is about average, including those pupils with statements of special educational need. When the children enter school many are at a very early stage of acquiring English, which makes their attainment on intake very low. Some also have underdeveloped social skills and some delay in their emotional development. The school is part of the local Education Action Zone.

HOW GOOD THE SCHOOL IS

This is a supportive and effective school, which rises well to the challenges presented by its intake, and offers a supportive and stimulating environment for learning. The leadership and management of the school are good, teaching is good and the school offers satisfactory value for money. Standards are below average at age 7 and well below at age 11 in English, mathematics and science but in other subject areas they are satisfactory or better, except for geography at age 11. Standards are good in music and religious education throughout the school and in design and technology at age 11. Pupils under 6 and at age 7 are achieving well and satisfactorily at age 11, taking into account their attainment when they start school and the high numbers of pupils entering and leaving the school, particularly older pupils.

What the school does well

- The strong leadership, vision for improvement and commitment of the headteacher and deputy head are well supported by the staff and governors.
- Teaching is good and almost a quarter of the teaching is very good. All staff are dedicated and hard working. Pupils consequently learn well and show good enthusiasm and interest.
- Provision for pupils with special educational needs is very good.
- The provision for the Foundation Stage, religious education, music and information and communication technology is good and the range of extra activities outside school is extremely good.
- Links with parents and the information given to them are of high quality.
- The spiritual and cultural development of the pupils is extremely good and reflects the school's diversity. Relationships throughout the school are very good.
- The school building and grounds have been refurbished to a very high standard and are spacious, well cared for and attractive.

What could be improved

- Standards in speaking, reading, mathematics and science at Key Stage 1 and English, particularly speaking and writing, mathematics, science and geography at Key Stage 2 are not high enough.
- Assessment information is satisfactory but is not used sufficiently precisely in lesson planning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory improvement since the last inspection in January 1997. Improvement in the standards of literacy, particularly writing at Key Stage 2, is unsatisfactory. Improvements in curriculum provision, teaching, time allocation and in meeting statutory requirements

are good; special needs provision, religious education and information and communication technology are very good. The school and grounds have also been very attractively refurbished. The school is in a

good position to improve further and meet its targets.

STANDARDS

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

Performance in:	Compared with			
	All schools			Similar schools
	1998	1999	2000	2000
English	D	E	E*	E
Mathematics	C	E	E*	E
Science	E	C	E	C

Key

well above average A

above average B

Average C

Below average D

well below average E

The test results for 11-year-olds in 2000 in English, mathematics and science were well below the national average and were in the lowest 5per cent nationally in English and mathematics. Compared to pupils in schools with similar intakes, results were also well below average in English and mathematics. Particular weaknesses were in writing results which were much lower than reading. The number of pupils reaching Level 5 was well below average in all three subjects. The overall trend in test results at 11 over recent years is below the national trend, but the number of pupils moving in and out of the school at Key Stage 2 is very high, which makes it more difficult for the school to improve standards consistently. Many pupils enter the school at a very early stage of learning English. The school has set realistic targets for pupils but the test results for Key Stage 2 pupils in 2000 were below target in English, mathematics and science.

At Key Stage 1 results in all three subjects were well below national averages and they were below similar schools in reading but in line with them in writing and mathematics. At Key Stage 1, pupils' results were above the targets set, particularly in writing and mathematics, because of a more stable school population.

The inspection findings show that standards at Key Stage 1 are below expected levels in speaking, reading, mathematics and science but in line with expected levels in listening and writing. By the time they are 11, pupils' standards in English, particularly writing, mathematics and science are well below expected levels. In geography at Key Stage 2 they are below average. This has been fully recognised by the school and additional support has already been put in place, which is starting to improve standards. Standards are good in religious education and music throughout and in design and technology at Key Stage 2. In terms of what pupils are capable of achieving, progress is good at Key Stage 1 and satisfactory at Key Stage 2.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils throughout the school have positive attitudes to their work and are enthusiastic, responsible and hard working.
Behaviour, in and out of classrooms	Behaviour is good both in lessons and around the school. Pupils are friendly, courteous and helpful.
Personal development and relationships	Pupils are generally respectful, caring and responsible for their ages and relationships are very supportive and respectful.
Attendance	Attendance is below the national average but has improved.

All aspects of pupils' personal development and attitudes are well promoted. The provision is particularly

good for spiritual and cultural development and good for social and moral development. Pupils are generally enthusiastic, hard working, cooperative and independent for their ages. Relationships are very good. Attendance is below average but improving and is well promoted by the school.

TEACHING AND LEARNING

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

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

Teaching is satisfactory in almost every lesson and in 70 per cent of lessons it is good or better, with 22 per cent of very good lessons seen; of these 2 per cent were excellent. Teaching and learning in English is good throughout and in mathematics it is satisfactory. Particular strengths are the teachers' enthusiasm, the teaching of basic skills, the organisation of lessons and the good management of and hard work of pupils. Literacy is well taught and numeracy is taught satisfactorily. Pupils' needs are well met, particularly provision for pupils with special educational needs and English as an additional language. There are particular strengths in teaching and learning in religious education, design and technology and music.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for the younger pupils is good and at Key Stages 1 and 2 it is satisfactory and meets statutory requirements fully. The curriculum throughout is rich, stimulating and reflects cultural diversity. Provision for extra-curricular activities is extremely good.
Provision for pupils with special educational needs	This is very good, there has been considerable improvement since the last inspection in the systems, procedures and provision.
Provision for pupils with English as an additional language	The provision for these pupils is good and they are well supported and taught by all staff.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for spiritual and cultural development is particularly good and for social and moral development it is good.
How well the school cares for its pupils	The school cares well for all its pupils and offers a secure and friendly environment for learning.

The school fully meets all statutory requirements and provides a broad and balanced curriculum, which meets pupils' needs well. There are particular strengths in the provision for the younger pupils and the nursery, for pupils with special educational needs, and in religious education, music, information and communication technology and design and technology. The school has put in place effective additional strategies for raising standards at Key Stage 2. The school cares well for its diverse pupils and offers breakfast clubs, a wide range of extra-curricular activities and good support to its pupils, many of whom have very specific needs. Links with parents are very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership of the headteacher, deputy head and other key staff is good. There is a very good, shared vision for improvement.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities well and are very supportive.
The school's evaluation of its performance	The school's evaluation of its own performance is generally good and leads to effective intervention.
The strategic use of resources	These are effectively used to ensure that pupils are taught well in an attractive and well-resourced environment. The school provides satisfactory value for money from the budget it receives.

The leadership of the school shows strength in the determination of the headteacher and deputy head, the shared vision for raising standards and the hard work and commitment of all staff and governors. This is a key factor in the many good improvements seen since the last inspection. The staffing is adequate, accommodation is very good and the learning resources are good and used well by the school to meet the diverse needs of the pupils. The school applies the principles of best value well in the purchase and use of resources and the deployment of staff.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • They are comfortable approaching the school. • The school is well led and managed. • The school is helping children to become mature and responsible. • There is an interesting range of activities outside lessons. • Teaching is good. • The school works closely with parents. 	<ul style="list-style-type: none"> • The provision for homework. • Their children's progress. • Playground behaviour was a concern for a minority of parents at the meeting.

The inspectors agree fully with the positive views of the parents. Homework provision is appropriate for the pupils and there is a homework drop-in session and a breakfast club, which is good. Pupils are making good progress in the Foundation Stage and at Key Stage 1 and satisfactory progress overall at Key Stage 2. During the inspectors' visit pupils' playground behaviour was good and they were appropriately supervised. There was no evidence of bullying or oppressive behaviour.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

National Curriculum test results

1. Pupils' results in the National Curriculum tests at the age of 11 in 2000, were well below the national average in English at both Levels 4 and 5. In mathematics, they were well below average overall; closer to the national average at Level 4 and but very low at Level 5. The English and mathematics results in the 2000 tests at 11 were among the lowest 5 per cent nationally. In science, they were above the national average at Level 4 but very low at Level 5. Compared with similar schools, attainment was well below average in English and mathematics and in line with them in science.
2. The year groups of pupils taking the tests vary widely, particularly at age 11, in their English language levels and the numbers of pupils who have come into or left the year. In 1999 for example, results at age 11 were better than in 2000. They were well below average in English and mathematics and in science they were average. They were, however, in line with similar schools in English and mathematics and well above them in science. Results over the last three years show that pupils' test results in English, mathematics and science at age 11 are below the national average. Boys attain lower standards in English but higher standards in mathematics than girls at 11. Some year groups, which are predominately boys, show lower attainment in English, particularly writing, in the current inspection findings. This factor contributes to well below average attainment in two year groups at Key Stage 2, which are predominately boys.
3. At the age of 7, pupils' results in the 2000 tests showed that they were well below average in reading, writing and mathematics, particularly in the numbers attaining Level 3 in mathematics, results were well below average at Level 2 but average at Level 3. Compared with similar schools, results were below average in reading but in line in writing and mathematics. Over the last three years, the results for 7 year-olds are well below average in reading, and below in writing and mathematics. The attainment of girls and boys is generally equivalent in both the tests and the inspection findings.
4. Children enter the school with very low levels of English language development, both in the nursery and when they join the school later. At Key Stage 2 there is also a 65 per cent change in the pupils by Year 6. This has a significant impact on all subject areas. Pupils are making good progress in the Foundation Stage, so that by the time they enter Year 1, they are still well below average but have made a good start in acquiring basic skills. The differences in attainment at the end of the two key stages are mainly due to the higher numbers of pupils who move in and out of the school between the end of Key Stage 1 and the end of Key Stage 2. Two year groups at Key Stage 2, one of which is the current Year 6, have an extremely high proportion of pupils at an early stage of acquiring English as their additional language. They also have very high numbers of pupils with special needs, very high proportions of boys and a very high level of pupils moving in and out of the year. Taking these factors into account, the overall achievement and progress of pupils at Key Stage 1 is good and at Key Stage 2 it is satisfactory. In the year groups at Key Stage 2 without the challenging factors, achievement is good or very good and pupils are close to expected average standards.

Standards achieved currently

5. The school analyses the results of National Curriculum tests, optional tests and teachers' assessments and matches teaching to pupils' individual needs. This analysis is used to set appropriate class learning intentions and targets for improvement in English, mathematics and science, but is not used precisely enough in setting each groups learning intentions. The targets are realistic and appropriate to the different year groups and the school is making satisfactory or better progress towards them. Following the analysis of the disappointing Year 2000 Key Stage 2 tests, the school put in place additional support by two very experienced senior teachers to raise attainment in Years 5 and 6. This is starting to raise standards but is at an early stage of implementation.

6. The school has put in place additional support for Years 5 and 6 since the analysis of the 2000 test results. There has also been an additional focus on developing speaking and listening, additional time for extended writing sessions and support for the new coordinator in mathematics. These strategies are starting to have an impact on raising standards at Key Stage 2, and improvement is seen in English, mathematics and science. While these have not been in place long enough to raise standards sufficiently, there is an upward trend.
7. Children enter the school with attainment which is often very low, particularly in their English language skills. Some pupils also show emotional and social underdevelopment. By the end of the Foundation Stage they are still well below average in English, but are generally only below average in mathematical development; in other areas they are close to the Early Learning Goals.
8. Inspection findings in English agree with the test result trends over the last three years at Key Stage 1. By the time they are 7, pupils are attaining standards which are generally below national expected averages. They are below in speaking and reading, but close to average in listening and in writing. There are however, very high numbers of pupils with English as an additional language (EAL) and taking this into account, pupils are making generally good progress from their low levels on intake and their achievement is good. In mathematics and science they are also still below expected average levels but have made good progress.
9. By the time they leave the school at age 11, pupils are attaining well below national average standards in speaking, writing, mathematics and science. A significant group of pupils are attaining well below expected levels in their reading comprehension skills and use of correct grammar, spelling and punctuation in their writing. Standards of literacy skills are, therefore, well below average in Year 6 because of the very high numbers of pupils with special educational needs and the extremely high level of pupils with EAL. In Years 3 and 5 literacy standards are higher and are just below average. Pupils overall have made satisfactory progress in speaking, listening and reading from their attainment on entry to school, but their progress in writing is unsatisfactory and they are achieving low standards in two year groups. Higher attainers are making good progress throughout. The teaching of English and literacy are good and this is starting to improve standards.
10. In mathematics, standards by the time the pupils leave the school at age 11 are well below average expected levels, although the good focus on teaching different groups of pupils separately is starting to raise standards. Higher attainers in Year 6 are making good progress across the range of mathematical areas. Lower attainers are being taught basic numeracy skills well to raise their attainment quickly. Pupils are achieving satisfactorily in the light of their previous attainment and are using their numeracy skills satisfactorily in other subjects. This attainment is across the range of mathematical activities. At age 7, pupils are attaining below average standards compared with expected levels but are using their numeracy skills well in other subject areas. The impact of the Numeracy National Strategy is improving standards and pupils' progress is generally good at Key Stage 1 and satisfactory at Key Stage 2.
11. Attainment in science is below average levels at Key Stage 1 and well below them at Key Stage 2. Pupils are developing satisfactory investigation, enquiry and problem solving skills, but are often limited by their early levels of acquisition of English. This makes it difficult for them to discuss their investigations fully and relate their conclusions in a way which would promote higher levels of attainment. They are reporting their findings in a variety of ways, but are impeded at the end of Key Stage 2, by their lower levels of literacy. Progress is good at Key Stage 1 and satisfactory though less consistent, at Key Stage 2.
12. Attainment is above the average expected levels in religious education and music throughout the school, and in design and technology at Key Stage 2. In other curriculum areas, attainment is in line with expected levels in design and technology and geography at Key Stage 1, and in information and communication technology, history and physical education throughout the school. Standards in geography at Key Stage 2 are below expected levels, particularly in the development of geographical skills and using discussion to explain evidence. Standards are not reported in art throughout the school, due to insufficient direct evidence because of the

timetabling of the subject. The school has set appropriate targets for the pupils in English,

mathematics and science and often exceeds these at Key Stage 1. If the current good teaching is maintained, the school is set also to meet its targets at Key Stage 2.

13. The achievement of pupils with special educational needs is good with regard to the progress they are making towards the clear and focused targets set for them in their individual educational plans. The range of support in class and by withdrawal and the consistently good teaching are factors in this. Pupils who have more specific needs either have a formal statement of need, or there is an application for one in progress. Good records are kept of the pupils' attainment and these are used to inform the planning of work, teaching and support for pupils.
14. Pupils who have English as their additional language are making good progress and are well supported. Basic skills are well taught by all staff and the way in which the school makes lessons accessible to the pupils through bilingual support staff and teachers with high levels of expertise, is consistently good.

Pupils' attitudes, values and personal development

15. Throughout the school pupils' attitudes and behaviour in lessons and around the school are good and have remained positive since the last inspection. Parents are pleased with the school's family atmosphere and the values their children learn. Pupils are friendly and welcome visitors to school enthusiastically. They are polite and helpful and try hard to please their teachers.
16. Pupils enjoy their time at school. Most arrive in school well prepared and keen to work. They settle quickly and apply themselves conscientiously in lessons. They try hard and respond well to their teacher's praise. They are confident and eager in discussions and use their developing English skills well to answer questions. In a very few lessons a significant minority of boys were easily distracted and restless when their interest was not held.
17. Most pupils' behaviour is good throughout the school. They understand and follow the school's Golden Rules at all times. They generally behave well in lessons and respond well to their teachers. At lunchtimes they enter and leave the dining room in an orderly manner and eat lunch politely. They play happily together in the playground and no bullying was seen during the inspection. Two pupils have been excluded for a fixed period.
18. Relationships throughout the school are very good between pupils and staff. There is a high degree of friendship and harmony between pupils of diverse cultural and ethnic backgrounds. On many occasions, pupils work cooperatively in pairs and groups and listen to and respect the views of others for example in a Year 2 religious education lesson where pupils were discussing different groups and beliefs. These harmonious relationships underpin the work of the school and have a significant impact on pupils' good attitudes, which in turn positively affects their progress in lessons.
19. Provision for pupils' personal development is good and teachers actively encourage pupils to be independent. Pupils display personal initiative in many ways. They take turns, for example, to return the registers sensibly to the school office. Pupils willingly help to tidy their classrooms and assist in assemblies and the library. At lunchtimes, older pupils take responsibility for younger ones through the 'buddy' system. Most of the time this works well, but there were a few older pupils who did not talk to their younger buddy and give friendly support. There is an enthusiastic school council who meet regularly to discuss possible school improvements; each class is represented by two members. A wide range of extra-curricular activities and residential visits in Years 5 and 6 also help to develop pupils' confidence, independence and social skills.
20. The school is very conscious of the need to improve attendance and has put in place good procedures, which are having an impact. Over the last reporting year 1999/2000, attendance is still well below average at 92.3 per cent and unauthorised absence is above the national average. Pupils arrive at school punctually and lessons start promptly.

HOW WELL ARE PUPILS TAUGHT?

21. The overall quality of teaching is good throughout, is a clear strength of the school and has a good

impact on pupils' learning and their satisfactory or better achievement. The major strengths of the teaching are its consistency and the significant levels of good and very good teaching seen. The school has improved the consistency and quality of both teaching and pupils' learning well since the last inspection.

22. Teaching in almost all lessons was satisfactory or better and in 70 per cent it was good or better; in 22 per cent of lessons very good or better teaching was seen, with one lesson being excellent. The overall planning of lessons has improved also and learning intentions are identified satisfactorily. There are many strengths in the teaching and very few weaknesses and this makes a significant contribution to the pupils' good learning and progress. In the very small number of unsatisfactory lessons there were weaknesses in the management of pupils, which led to immature and restless behaviour by a few, which impeded learning for the whole class.
23. In the best lessons, teachers have very good subject knowledge and high expectations of pupils' work and behaviour. They also have very good classroom management skills, particularly in classes with very high numbers of pupils with English as their additional language and there is also good use of time and a brisk pace of learning. Relationships with pupils are very good and they are well supported and extended according to their needs and previous attainment. This includes pupils with special educational needs. Support staff give effective help in lessons and are well deployed. A major strength of the best teaching is the confidence, liveliness and enthusiasm of the teachers, which encourages, interests and motivates the pupils well and extends their learning so that they are making good progress. Resources, including computers, are well used to support learning in lessons.
24. Teachers plan lessons well, with clearly identified learning intentions for the class and different work matched to the previous attainment and needs of the pupils. Information from assessment is used satisfactorily, particularly when setting pupils' targets, but it needs to be more precisely used in lesson planning to identify learning intentions for groups of pupils.
25. Literacy teaching is good and this is having an impact on pupils' speaking, listening, reading and writing in all subject areas. Teachers work hard to ensure that pupils are making good progress despite the fact that some year group factors make teaching challenging. Volunteers who come into school to hear readers also have a good impact. Teachers are teaching the National Numeracy Strategy satisfactorily, but do not always follow fully its time recommendations. The school is successfully implementing both the National Literacy and Numeracy Strategies, which are monitored satisfactorily by the headteacher, deputy head and coordinators.
26. Teaching in English is good, with 21 per cent of lessons being very good. A strength is the good teaching of English as an additional language by all staff. The introduction of the National Literacy Strategy has had a beneficial effect on teachers' expertise in the subject. The targets set for pupils are realistic and teachers develop the literacy skills of pupils extremely well in other areas of the curriculum.
27. In mathematics, teaching is satisfactory and the national strategy and scheme is being generally well utilised. This is starting to raise standards of pupils' mathematical and number skills and these are also used in other lessons to promote further learning. The particular focus on raising standards in number in Year 6, by setting pupils into different groups, is starting to have a good impact.
28. Teaching in the Foundation Stage, religious education, design and technology and music are particular strengths of the school, in the expertise and enthusiasm of the teachers and the interesting and varied range of activities taught, which motivates the pupils well. Teaching was not observed in art, due to the timetabling of the subject.
29. The quality of teaching of basic skills of literacy and numeracy for pupils with special educational needs is consistently good. Teaching plans provide relevant opportunities and support for pupils to work at the targets identified in their individual plans, and there is consistently good liaison between class teachers and other staff supporting in the classroom. Some pupils are also withdrawn for short periods each week, either individually or in small groups, and this provision is also well focused and of good quality. Staffing provision in all classes is very good, and often includes an additional teacher as well as regular support staff. This ensures that the range of

needs, particularly for pupils with literacy and attention difficulties is well met. Pupils' records show clearly their progress over time, and observation confirmed this progress particularly in relation to pupils who have difficulty in concentrating.

30. Pupils with English as their additional language are taught well and are making good progress often from very low levels when they start school. Teachers and support staff have good levels of expertise in moving the pupils on quickly, particularly when they start school with virtually no English. They also ensure that pupils are moved on according to their capabilities. Assessment is accurate and used well to set learning intentions for pupils.
31. Pupils' learning is generally good throughout the school with very good learning seen in 18 per cent of lessons. Pupils are confident and enthusiastic in using their previous knowledge, skills and understanding in new learning tasks. They have an appropriate understanding of their own progress for their ages. Their attitudes to work are also good, they are hard working, cooperate well, and share resources well with other pupils. They show particular confidence in their use of computers and other technology to support their own learning and growing independence. The appropriate pace of teaching in lessons and good management of pupils has a good impact on the pace and effort put in by the pupils. In the very few lessons where learning was unsatisfactory, the management of pupils was less successful, resulting in immature and restless behaviour which impeded learning.
32. Higher and lower attaining pupils are learning at equally good rates of progress and the youngest pupils are well supported early on to acquire quickly literacy and numeracy skills and good learning habits. This results from teachers' good expectations and the impact of specialist teachers of English as an additional language and other support staff.
33. Pupils with special educational needs learn well and are well included in school. They cooperate well with others and contribute appropriately in lessons. They are making good progress towards the targets set for them. A good feature of their learning is the very good relationships with teachers and support staff, who understand their needs well, and have good expectations of them.
34. Homework is set appropriately and is well supported by homework drop-in sessions and a breakfast club. Classes in English are also offered to parents so that they can help their children at home. It is generally linked to reading and mathematics and finding out information for topic work; this contributes to the satisfactory or better progress made by pupils.

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

35. The school provides well for children in the Foundation Stage, the provision for the under-sixes is a strength of the school. The curriculum is well organised according to the recommended Early Learning Goals and the youngest children in the school are given a good start to their education.
36. The school's curricular provision for pupils at Key Stages 1 and 2 has shown good improvement and is now satisfactory and meets fully the learning needs of a very diverse school population. In the provision for pupils with special educational needs, information and communication technology and religious education, improvements since the last inspection have been very good and these are now particular strengths of the school. The curriculum is broadly based, balanced, rich and relevant and provides for all subjects of the National Curriculum and religious education in line with the locally agreed syllabus. Since the last inspection, the school has improved the allocation of time given to all subjects, and now ensures that appropriate time is provided, including additional time for English and mathematics to meet the requirements of the National Literacy and National Numeracy Strategies, both of which have been effectively implemented. To raise standards in English, additional time has been allocated for extended writing and extension of skills learnt in the literacy hour. The statutory requirements of all subjects are met, which is also an improvement, but swimming is not included in the curriculum for Years 5 and 6. This limits the opportunities for the oldest pupils in the school to reach the overall expected standards in physical education.
37. The school has a suitable approach to teaching sex education and an awareness of drugs misuse

in its policy for personal, social and health education. Many aspects of health education are taught through science and physical education. Sex education is also taught through science for example when pupils learn about the life cycles of plants, animals, and humans.

38. There is good equality of access and opportunity for all pupils. In Year 6, pupils are carefully organised into ability groups in order to match work more closely to their needs in English and mathematics, and pupils receive additional support in these subjects through the work of specialist support teachers. In Years 3 and 4, additional support teaching in smaller groups is provided to those pupils on the special educational needs register in English and mathematics.
39. The school provides a broad range of worthwhile learning opportunities for pupils with special educational needs, by means of different tasks and materials for them across all subject areas. The strength of the school's provision for information and communication technology is also particularly helpful in providing an alternative medium and range of technical processes in which these pupils can be successful and acquire increased knowledge and understanding. Pupils' individual plans are reviewed each term, and the support arrangements for each pupil identified are adjusted in the light of the progress made. The inspection coincided with the period of review, and this showed clearly the gains made by most pupils observed.
40. The number of pupils in the school who are identified with English as their additional language has increased slightly from the time of the previous inspection and is very high at over 75 per cent. Currently, these pupils receive good support from the teachers and support assistants provided from the Ethnic Minority Achievement Grant and from class teachers and other support staff. Many pupils have been identified as being in the early stages of acquiring English and they are also supported well to quickly acquire English.
41. The provision of extra-curricular activities is very good and is a great strength of the school. It includes expert coaching in basketball, and clubs for Years 3 and 6 in information and communication technology. Musical interest is nurtured through the choir and school orchestra. Breakfast clubs, lunchtime activities and after-school workshops and drop-in homework sessions are also regular events. Sound links are made with the local community through family literacy sessions, Arabic classes and visits to local places of interest. The school's effective links with local businesses and the local Education Action Zone has enabled it to supplement its provision for information and communication technology with additional donated computers and has enhanced staffing and supported links with parents.
42. The overall provision for pupils' personal development is good. Since the last inspection the school has improved the opportunities for pupils' spiritual development, which is now very good. Clear guidelines identify ways in which the spiritual dimension can be promoted in all subjects across the curriculum. During collective worship pupils are given time to reflect through prayers, stories and themes. These school assemblies reflect the cultures and beliefs of the pupils and fully comply with the requirements for the act of worship. During the best lessons, teachers provide occasions for pupils to experience awe and excitement in their learning. For example, children in the reception class expressed their delight when listening to a story about the 'Rainbow Fish'. Similarly, in a Year 2 science lesson on heating and cooling materials, many pupils were captivated when their teacher toasted bread and poached eggs to show them how food changes. Older pupils are able to reflect and discuss the nature of their own personal beliefs in the well-taught religious education lessons and experience a wide range of poetry and literature in English and drama lessons.
43. The provision for moral development is good. The school's behaviour policy is well understood by pupils and consistently and thoughtfully applied by teachers. Teachers provide good role models for pupils, using praise and encouragement well in many lessons and when marking pupils' work. In a variety of contexts, pupils are taught to respect others and to take good care of property and equipment, and they frequently display such attitudes throughout the school. For example, pupils showed great appreciation of others by applauding their musical prowess at the end of the whole-school collective worship.
44. Pupils' social development is also good. Many opportunities are provided for them to work collaboratively, in such subjects as physical education, music, science and information and communication technology. Through a very good range of extra-curricular activities, pupils learn

how to respond to others in different social settings and to make worthwhile contributions to the collective effort. In this respect the school's sporting and musical activities provide many opportunities for pupils to develop their social skills and to work as members of various teams in different settings. Many pupils respond very well to opportunities to act as class monitors for registration and lunchtimes. Pupils behave courteously towards visitors, and show good respect to teachers and other adults employed in the school.

45. The provision for cultural development is extremely good. The school provides many opportunities for pupils to develop a good understanding of their own, local and national heritages through regular visits to places of local interest. A number of visitors, such as musicians and sports coaches, provide pupils with useful opportunities to raise their awareness and understanding of our musical and sporting heritage. In history, pupils' knowledge is enhanced by studies of eras, such as the Tudor and Victorian times, during which they can learn about the contrasts between life now and half a century ago. Pupils' knowledge and awareness of other cultures is promoted in many ways. The very good contribution of religious education and music lessons is a strong influence. The school also organises well-attended family literacy sessions and Arabic classes in which pupils and their families participate.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. The school makes satisfactory provision for the educational, personal support and guidance of the pupils. The school also provides a secure and calm environment, which has a warm and friendly atmosphere and pupils are happy to come to school. Relationships between pupils and staff are very good and pupils confidently turn to staff for help and guidance, when needed. Older pupils are encouraged to attend the spring consultation evening where they receive their teachers' assessment of their work and their targets for the summer term. Pupils in Year 6 have the opportunity to attend weekly group sessions to discuss their progress towards their targets.
47. The school's arrangements for promoting the welfare, health and safety of the pupils is satisfactory. The member of staff responsible for child protection has been trained. Class teachers are aware that any concerns should be reported immediately. The school is aware that more training is needed on child protection issues. The school liaises effectively with outside agencies when necessary. There are appropriate policies in place to support health and safety and pupils know that they will be looked after if they are unwell. The school has a number of trained first aiders to care for sick and injured pupils but is not yet entering all minor incidents in the accident book.
48. There are effective procedures for promoting pupils' discipline and good behaviour, and pupils understand that good behaviour is expected in school. The Golden Rules devised by the school are adhered to well, and good behaviour and good work is appropriately praised and rewarded by stickers and points. There are appropriate systems in place for dealing with unsatisfactory behaviour, with parents being involved if necessary. Parents and pupils interviewed felt that bullying is not an issue and are confident that if a problem arises, it will be dealt with effectively.
49. The system for assessing pupils' achievement and performance is very reliable in relation to their special educational needs, and the structure recommended in the Code of Practice is followed consistently. The number of pupils currently on the school's register of special needs is significantly greater than in the previous two years and better reflects the real needs of the pupil population. The number of statements is low compared with the average in the local authority; this is partially because of the effectiveness of the support provided by the school from its existing resources. At the time of the inspection over twice as many pupils as are currently statemented were in the process of being considered for statementing.
50. For pupils with statements, the provision is as specified, and there is good liaison with outside agencies. Statements are reviewed annually, as required, and provision is effective. All pupils on the register of special needs who require some support by withdrawal inevitably miss out on some aspect of the curriculum. The school is aware of this difficulty, and attempts to time these sessions later in the day to ensure that pupils are with their own classes for literacy and numeracy lessons. During the inspection, a number of pupils were withdrawn from subjects that only provided one session a week. Monitoring this to ensure that pupils do not miss out on their

entitlement to a broad and balanced curriculum needs further consideration.

51. There are good procedures for monitoring attendance, absence and punctuality. The school has put in place good strategies for improving attendance, which is rising, and is working hard to improve this further by constantly reminding parents about the importance of regular attendance. Attendance is recorded accurately and registration is efficient. The school contacts parents at 9.30am on the morning of absence if there has been no phone call of explanation. Most pupils are punctual and the names of late arrivals are noted and appropriate action is taken.
52. The monitoring and support of pupils' personal development and achievement are satisfactory. Both personal, social and health education and circle time for discussions are timetabled. Personal development is enhanced by outside trips and residential visits organised for Years 5 and 6. This enables pupils to take responsibility, make decisions and use initiative.
53. The procedures for assessing pupils and recording this information are satisfactory and records are kept carefully. When children are in the Foundation Stage a baseline assessment is used well to record their attainment in line with the Early Learning Goals.
54. The progress of pupils is carefully tracked to ensure that they are making sufficient progress and regular assessments are made and well used to plan their future work. Portfolios of pupils' work are kept in science, information and communication technology and religious education.
55. At Key Stages 1 and 2, there are satisfactory procedures for assessing and recording pupils' progress which include standardised tests, teachers' assessments, recording of pupils' daily attainment, reading records, work samples and the use of additional standard assessment tasks at the end of the school year. This wide range of accurate data is not yet used sufficiently to plan precisely for future work for pupils in lessons, in particular in deciding the learning intentions for different groups of pupils. This needs to be improved so that the group work in all lessons is appropriately matched to the pupils' previous attainment and has clear learning intentions, including those pupils receiving support with English as their additional language. This practice currently is very variable and needs to be more consistent. The monitoring of pupils' work is generally satisfactory with teachers and subject coordinators collecting a wide range of information about pupils' progress. The headteacher and deputy make regular observations of lessons. Coordinators oversee teachers' planning, collect samples of pupils' work and scrutinise teachers' records and assessments to monitor pupils' academic progress. The direct observation of teaching and learning by coordinators to monitor progress and attainment has been temporarily curtailed and needs to be reinstated as part of a whole school monitoring policy to ensure that the strategies to raise standards are having sufficient impact.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

56. The schools' partnership with parents is very good. Parents hold the school in high regard and report that their children come happily to school each day and enjoy their lessons. The school recognises that liaison between home and school is most important and has worked hard to maintain and improve the positive relationships and communication with parents outlined in the previous inspection report. Parents appreciate the commitment of the headteacher and her staff and what the school seeks to achieve for their children.
57. The quality of information provided for parents is good overall. The school ensures that all new parents are given the opportunity to attend information meetings where they receive an excellent parent's handbook, giving them full details of school procedures and activities. Parents are most appreciative of the fortnightly newsletters that keep them in touch with news about school events. Parents are encouraged to read the noticeboards situated outside and inside school. The school ensures that parents are kept well aware of what their children are learning in the classrooms. Fact sheets containing information on class work and current topics are sent to parents at the beginning of each term. Much of the written information sent to parents is translated into home languages, when required. Should a parent not completely understand the letters, help is at hand with translation by staff within the school. Recently parents have been issued with family folders so that they can file school letters and documents. The information sent to parents regarding school events, activities and the curriculum, is a true strength of the school.

58. The school has had a number of curriculum meetings to raise parents' awareness of reading, writing and mathematics. Parents have been consulted through meetings and questionnaires on issues such as attendance, behaviour and homework. A parent-governor group meet regularly to discuss parents' concerns. Many parents attend the termly parents' evenings, but are also confident that they will be seen at any time by staff if there is a concern. Parents receive annual reports that provide useful information about their children's achievements and progress and set targets for the future. Annual reports are given to parents prior to the summer consultation evening. All reports give specific information on pupils' progress in English, mathematics and science. Reports lack sufficient space for teachers to give enough detail to enable parents to understand the progress their children make in other subjects. Some parents were concerned at the amount of homework given to their children. The inspection finds that homework given is completely appropriate for pupils of this age.
59. Parents are actively encouraged to be involved in the life of the school and they complete a home/school agreement. They are encouraged, when possible, to read with their children and help with spellings. On the week of inspection a number of parents were seen at the friendly 'drop-in' homework session led by a member of staff. This informal weekly session enables parents to learn how they can best help their children with their studies at home. The school also organises family literacy classes and Arabic classes to help parents to develop their own language skills. The school values the parents and volunteers who help in the classrooms and school visits. Parents enthusiastically support school concerts and the celebration of special festivals. The annual summer fair is also well supported. Money raised by this and other fundraising activities has helped to buy much needed resources such as dictionaries and playground equipment.

HOW WELL IS THE SCHOOL LED AND MANAGED?

60. The leadership and management of the school by the headteacher, deputy head, staff and governors is good. The good relationships between the headteacher and senior staff and the overall vision for improving standards are particular strengths. The headteacher is determined, hard working and highly committed to improving all aspects of the school. She is supported very ably by the deputy head and senior staff, and there is a good partnership also between the headteacher and governors, who are well involved in the life of the school. All staff and governors have a shared vision for the welfare and care of the pupils and work well together to promote their best interests and achievement.
61. The school presents many challenges; in the diversity of its pupils, the low English language levels of pupils on entry and the very high numbers of pupils entering and leaving the school, particularly at Key Stage 2. The headteacher and deputy also have teaching responsibilities and responsibility for the coordination of key curriculum areas. This supports their monitoring of both standards and teaching, which is well developed. The school is meeting its stated aims and runs smoothly and efficiently.
62. The expectations and overview of the leadership of the school and governors make a major contribution to the strategies for raising levels of achievement by the pupils. The headteacher and deputy head have built an effective team of staff who are well involved in improving standards and provision. The headteacher, in particular, is very effective in her leadership of school initiatives and her quest for school improvement. The very able deputy headteacher is fully involved in this leadership and undertakes the responsibilities delegated to her well. The efficient and friendly administrative staff contribute well, and there are good systems in place which allow the school to run efficiently.
63. There are positive links with the governing body, which is supportive and involved. A number of governors visit the school regularly to monitor lessons and newly appointed governors are receiving good levels of training from the local education authority. There are appropriate governor committees and this ensures that the statutory duties of the governors are now met, which is an improvement from the previous inspection. There are regular and informative reports to the governors by the headteacher and other staff, which ensures that the governing body is fully involved in the educational decision making and improvement of the school.

64. The school development plan covers one year and is part of a three-year strategic plan, this is monitored regularly by the headteacher and governors. The targets fully reflect the need to maintain and improve standards throughout the school and the plan has manageable timescales for action. The plan is linked to the school's budget, but educational priorities are not yet costed precisely.
65. The school has put in place sound systems of assessing standards of work, and the monitoring of teaching and learning by the headteacher, deputy head, governors, and senior staff is satisfactory. These provide a range of assessment data and information, which are used satisfactorily to set school, class and individual pupils' targets. The roles of curriculum coordinators in directly observing lessons has been temporarily suspended and this needs reinstatement to ensure that there is a full range of information on the implementation of strategies to raise standards of work in English, mathematics and science.
66. The school is successful in meeting its targets except for the targets for the end of Key Stage 2 tests in 2000. Following a detailed analysis of these disappointing results by the headteacher, staff and governors, support strategies were put in place immediately to raise standards. These are starting to take effect but have not been in place long enough to raise standards significantly, although improvement can be seen.
67. The governing body is fully involved in the setting of strategic objectives and has a good understanding of the strengths of the school and any areas for development. The governors are well led by a chair of governors who has a strong commitment. Governors participate fully in the educational direction of the school and make prudent judgements related to the school's priorities and spending. The specific grants received are clearly focused on the intended pupils and spending decisions are linked fully to the identified priorities in the school development plan. The school has also ensured improvements such as the extensive refurbishment of the outside spaces and a rolling programme of internal decoration. This has provided a spacious and attractive learning environment for the pupils.
68. The school's systems for financial planning are good. They involve discussions at management level before decisions are made and refer to the last annual plan. Educational priorities are then identified in the school development plan, as are staff and time implications. The implementation of the National Literacy and Numeracy Strategies, and the initiative for information and communication technology, have had major budget implications for the school over the last two years. Governors are involved in taking a positive strategic role in planning and monitoring the use of financial resources and discussing ways of achieving best value. Money allocated for specific purposes is used effectively. Funding for special educational needs and the grant for pupils with English as an additional language are well directed to the targeted pupils and used very effectively. Funding from the local Education Action Zone is used appropriately to raise standards and improve the involvement of parents.
69. Many of the school's curriculum subject policies have been revised in the light of Curriculum 2000 and these now offer good guidance to teachers. A scheme of work for English, which incorporates the National Literacy Strategy and the provision for pupils with English as an additional language is needed now to support and guide staff further in the raising of standards in English.
70. The resources and staffing available to the school are good and are effectively managed and used well to improve the provision further. Staffing levels are adequate for the school and all staff are well qualified to teach the age range. Teachers and support staff, are well deployed to ensure that all pupils' needs are met, and that class sizes are small enough. The outside areas and building have been improved significantly since the last inspection. The inside accommodation is spacious, well maintained and well used. The learning resources are generally good in all subject areas, of good quality and well used. The overall resources have a good impact on the quality of provision, teaching and learning.
71. The arrangements for managing special educational needs provision are very good, under the personal direction of the headteacher. The governors fulfill their statutory responsibilities through the responsible governor and in the annual report to parents. The policy fully complies with the Code of Practice and has been recently reviewed. Pupils' special educational needs and the good progress they make are monitored well by the welfare team in conjunction with class teachers.

The school is well funded to meet the range of needs, and the provision represents good value for money.

72. The school has a relatively high proportion of pupils who have a range of attention, emotional and behavioural difficulties associated with transience and recent immigration. These can pose challenging behaviour at times. The school has taken very appropriate steps to improve the management of these pupils through advice and support from the Marlborough Centre, and by the enlisting the support of a trained counsellor for two sessions a week. Staff as a whole have good understanding and skills to enable them to meet these needs within the classroom and in the playground, though there is still some lack of confidence when working in the classes with a high proportion of boys.
73. The school compares its performance closely with that of other local schools and with schools in London with similar intakes. There are good links with other schools and institutions. There is effective use of the resources available and the school uses the principles of best value well and offers satisfactory value for money from the budget it receives. Funding for special educational needs and information and communication technology offer very good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve standards of work and the quality of education provided, the governors, headteacher and staff need to:

- (1) improve standards of pupils' work in English, mathematics and science throughout the school and geography at Key Stage 2, with particular emphasis on reading at Key Stage 1 and writing at Key Stage 2 by:
 - writing and implementing a scheme of work for English specific to the school, which reflects the National Literacy Strategy, the support for pupils with English as their additional language and the language profile of the pupils; (paragraph 160)
 - using assessment information more precisely to inform lesson planning; (paragraph 55)
 - ensuring that coordinators observe lessons as part of their monitoring role; (paragraph 65)
 - carefully following the National Numeracy Strategy. (paragraph 109)

Other issues that should be considered by the school:

- continue the strategies to improve pupils' attendance. (paragraph 51)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	70
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	22	46	26	4	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	33	185
Number of full-time pupils eligible for free school meals	0	130

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	1
Number of pupils on the school's special educational needs register	7	72

English as an additional language	No of pupils
Number of pupils with English as an additional language	146

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	28
Pupils who left the school other than at the usual time of leaving	30

Attendance 1999/2000

Authorised absence

	%
School data	6.7
National comparative data	5.2

Unauthorised absence

	%
School data	1.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	16	14	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	11	12
	Girls	8	11	13
	Total	17	22	25
Percentage of pupils At NC level 2 or above	School	57 (73)	73 (85)	83 (81)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	11	13
	Girls	10	13	10
	Total	19	24	23
Percentage of pupils At NC level 2 or above	School	63 (77)	80 (88)	77 (88)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	14	16	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	8	12
	Girls	8	7	11
	Total	11	15	23
Percentage of pupils At NC level 4 or above	School	37 (50)	50 (57)	77 (90)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	5	8
	Girls	8	8	10
	Total	12	13	18
Percentage of pupils At NC level 4 or above	School	40 (55)	43 (48)	60 (90)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	5
Black – African heritage	2
Black – other	5
Indian	3
Pakistani	3
Bangladeshi	29
Chinese	2
White	39
Any other minority ethnic group	82

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	12.6
Number of pupils per qualified teacher	14.7
Average class size	26.4

Education support staff: YR – Y6

Total number of education support staff	5.8
Total aggregate hours worked per week	74

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	33

Total number of education support staff	3.0
Total aggregate hours worked per week	165

Number of pupils per FTE adult	8.3
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FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	842104
Total expenditure	842104
Expenditure per pupil	3315
Balance brought forward from previous year	963
Balance carried forward to next year	963

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

218

Number of questionnaires returned

72

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	21	1	1	0
My child is making good progress in school.	60	32	8	0	0
Behaviour in the school is good.	65	25	3	1	6
My child gets the right amount of work to do at home.	46	35	12	3	4
The teaching is good.	69	24	4	1	1
I am kept well informed about how my child is getting on.	62	28	6	1	3
I would feel comfortable about approaching the school with questions or a problem.	75	22	1	1	0
The school expects my child to work hard and achieve his or her best.	65	31	0	1	3
The school works closely with parents.	69	24	3	1	3
The school is well led and managed.	72	22	1	1	3
The school is helping my child become mature and responsible.	72	22	1	1	3
The school provides an interesting range of activities outside lessons.	71	22	1	0	6

Other issues raised by parents

A minority of parents at the meeting felt that standards were not high enough.

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

74. The provision for children in the Foundation Stage is a strength of the school. The school admits children to the nursery, on a part-time basis, at the beginning of the term after they have their third birthday. Children transfer to full-time education in the reception class in September and January during the year in which they are five. Most children in the reception class attend the school's nursery before they enter full-time school. The provision for the children's all round development and education is good. The members of the early years' staff are effectively developing outdoor provision for all children in the Foundation Stage. The reception class builds very well on the work of the nursery. The curriculum for all children in the Foundation Stage promotes the Early Learning Goals effectively in all areas of learning and development. There is a specifically designated outside area for use by the children in the nursery and reception classes. This assists their physical development and awareness of space well. This inspection confirms the positive findings of the previous inspection.
75. Curriculum planning for all children of nursery and reception age meets the requirements of the new Foundation Stage of learning for young children. The nursery and reception class teachers work closely together to ensure there is a good level of progress between the classes. They give the children a firm foundation in basic learning skills and there is a smooth transfer to work at Key Stage 1 of the National Curriculum. There is a clear commitment to raising standards from all members of staff. They attend training courses to inform themselves of the latest developments and plan work together. All members of staff work hard and develop close and effective relationships with parents and carers. This ensures that children see how the important people in their lives, at home and at school, share an interest in what they do. These links help in making the transition from home to school smooth and painless. The nursery and reception teachers are forging effective links with Key Stage 1 teachers. This ensures the continuation and development of the current early years' good practice into Key Stage 1.
76. The record keeping system is clear, informative, and helpful. It gives all members of staff a well-informed base on which to plan work. The nursery works with parents and uses an entry assessment procedure effectively to assess children's level of development and achievement. This gives a clear indication of the children's early abilities in language, mathematics, social and physical skills. It ensures that the members of the nursery staff have a clear knowledge of what children know and can do at home. The nursery teacher, along with colleagues, sets clear and specific targets for individual children and revises them on a regular basis. The reception teacher continues to use and add to the records from the nursery. All children make good progress in the nursery and reception classes. The vast majority, however, are unlikely to meet the expected levels in their communication and mathematical skills. This is because many children enter the nursery with very limited knowledge and use of English. The nursery and reception classes provide a good and effective level of support for children who have English as an additional language. This enables children to make good progress in all areas of learning. All members of staff ensure that children, including those with special educational needs, have full and equal access to the areas of learning. Parents value and appreciate the work children do in the nursery and reception classes.

Personal, social and emotional development

77. All members of staff promote children's personal, social and emotional development effectively throughout the foundation curriculum and teaching and learning is consistently good. The members of staff are consistent in their dealings with the children. They provide good role models as they treat children politely, courteously and with respect. A direct result of this is that children grow to trust staff, and are polite and respectful with adults and each other. Children settle quickly and happily into the security of the nursery and make very good progress in developing their personal and social skills. They are confident when moving around the nursery and share and take turns amicably, for example, when using outdoor equipment and books. They concentrate well on their tasks, for example, when mixing, cooking and tasting biscuits. Children are enthusiastic and clearly enjoy their work in the nursery and reception classes. They co-

operate cheerfully with each other and adults as they take care of classroom equipment, wash up baking pots and tidy up after themselves. They continue this rapid rate of progress in their personal development as they move into the reception class. Here, children work well both independently and together. All children persevere to finish their tasks and take pride in their work. They quickly understand the routines of school life and move quietly and confidently around the school. The members of the reception staff take every available opportunity to develop and promote initiative and independence. By the time they are six, most children, including those with special educational needs, are likely to meet the expected levels in the development of their social skills. The school is continuing to maintain and improve this area of children's development effectively since the previous inspection.

Communication, language and literacy

78. The teaching, children's learning, and provision for the development of communication skills, language and literacy are good. The range of books in the nursery and reception classes is suitably wide for the needs and interests of the children. Although standards in the reception class are below those expected, progress is good. This is an improvement since the previous inspection. The members of the nursery staff ensure that children learn the correct way to hold and handle books and enjoy looking at pictures. The reception class teacher uses the National Literacy Strategy effectively to develop children's understanding of letter sounds and word building. This gives children a very firm basis for reading. All members of the early years' staff provide opportunities for children to realise the importance of language across all areas of learning. An example of this is when children find their names for self-registration. This encourages children to read and write and many in the nursery can already recognise their own names. Most children, in spite of the good progress they make, have well below average writing ability. Teachers successfully promote children's skills in listening and speaking by reading stories. Children enjoy these sessions and quickly develop a love of books. All adults give an effective level of support to children who use the role-play areas. As a result, children make rapid progress in their ability to share ideas, experiences and feelings as they act out real life situations. This level of support enables children who have English as an additional language to develop confidence in speaking English. All children learn to hold and use pencils correctly. They increase their early writing skills in a range of activities that encourage their hand and eye control. This makes a positive contribution to their development. Children with special educational needs continue to receive effective support. All members of staff use precise diction and clear speech, which makes a positive contribution to developing children's understanding of English. The vast majority of children make good progress in their learning. The children are however, well below the Early Learning Goals by the time they enter Year 1.

Mathematical development

79. The teaching, children's learning and provision for children's mathematical development is good. Most children make good progress in consolidating and developing their number skills. One of the strengths of this provision lies in the way in which members of the nursery and reception staff develop these skills through a carefully structured programme of work. This includes the use of construction activities to develop awareness of space and children's control skills. Children become interested in number and count objects as part of everyday life. For example, children in the reception class are asked to count how many bites it takes to eat a piece of toast. In the reception class aspects of the National Numeracy Strategy are taught to raise basic numeracy skills. The members of the nursery staff make interesting and imaginative use of the outdoor play area to reinforce work in number. For example, they look for shapes in ordinary objects and organise counting games. This development of number language provides an effective level of support for children who have English as an additional language. There is a good and effective level of support for children with special educational needs. They make good progress in developing their knowledge of numbers. By the time they enter the reception class most children have a rapidly developing range of mathematical skills. The members of the reception staff continue to build on and develop these early skills well. Children have a session of structured number work each day. Most children count and order objects to ten confidently. They know and recognise the place of numbers on a number line. Children consolidate, build on and develop their early mathematical experiences effectively. Most children, however, are unlikely to reach the Early Learning Goals by the time they begin National Curriculum work in Year 1.

Knowledge and understanding of the world

80. All members of staff promote and develop children's knowledge and understanding of the world and children make good progress. Teaching and learning are consistently good. Children have many opportunities in the nursery and the reception class to explore the world. For example, children in the nursery investigate the properties of flour, sugar and margarine as they mix ingredients to make biscuits. This provokes much thoughtful and amazed conversation. For example one child says, as they watch the biscuits cooking, "Ooh, look. They're going brown". Another response is "They're getting bigger". This good quality of response is a direct result of the careful and sensitive teaching. Children in the Foundation Stage develop a sound level of understanding of where they live in relation to the school. They make three-dimensional maps of the area around the school and of their houses. All members of staff use the outside play area effectively to develop children's understanding of force. For example, children learn that they exert force as they push hoops to make them roll. Children in both classes use computers as a matter of routine. They work carefully and accurately at sequencing objects and at dragging geometric shapes to create pictures. This enables children to develop a suitable understanding of how to use the keyboard and mouse for accurate control. Children print out work without assistance. There is a good level of development in all areas of this aspect of learning. Most children are likely to meet the expectations of the Early Learning Goals by the time they begin work in Year 1.

Physical development

81. The nursery makes good provision for children's physical development and children make good progress. Teaching is good and children learn well. They have access to pencils, crayons, scissors and glue from the beginning of their time in the nursery. Many experience difficulty in controlling tools when they start in the nursery. All members of staff promote the development of physical skills well. This ensures that children learn well and make good progress. They increase their control skills well, but most are still below expected standards when they enter the reception class. Children in the nursery and reception classes develop their climbing and balancing skills effectively. They have opportunities to run, jump, skip and use wheeled toys with an increasing awareness of space. There is a secure area for outdoor activities. All members of staff ensure that children, including those with special educational needs, have regular opportunities to increase their confidence in a wider space. Children in the reception class also have access to a suitable selection of large and small apparatus in the school hall. All adults interact well with the children and take all possible opportunities to support and extend children's physical skills and development. Children make good progress and most are likely to meet the expectations of the Early Learning Goals by the time they enter Year 1.

Creative development

82. All members of staff in the Foundation Stage give effective support to children's creative development and this is well taught, resulting in children's learning being good. They all have high expectations of what the children will achieve. This makes learning fun and motivates the children to work hard and develop new skills and techniques. Children make good progress in both classes as they learn how to use these skills to use and control materials effectively. They apply paint to paper confidently and learn the techniques of clay modelling very quickly. An example of this is the attractively decorated clay divas. In the reception class, children develop well their ability to measure and cut accurately. Skilful teaching ensures they make good progress in shaping and assembling materials. For example, they apply their knowledge of paper folding to make three-dimensional snowmen cards. There is regular access to musical instruments in the nursery and reception class. Children sing a variety of songs melodically and accurately from memory. They clap, tap and maintain rhythms accurately. Most children are likely to acquire the level of skill necessary to reach the Early Learning Goals by the time they begin work on the National Curriculum.
83. The provision for the Foundation Stage is good and teaching and learning are good in all lessons with some very good teaching also seen. There are many strengths: the greatest of these strengths is the quality of teaching. Teaching is consistently good and is reflected in the good level of progress children make in their early years at school. The teachers, nursery nurses and members of the support staff work very hard and effectively together to promote learning. They

have a clear understanding of the needs of young children as well as realistically high expectations of what the children should achieve and how they should behave. They give children challenging and interesting tasks to consolidate and increase their knowledge and understanding. All the members of staff use language, English and Arabic, very effectively to develop and improve children's skills in speaking. The members of staff speak precisely and clearly. This ensures that all children, particularly those who have English as an additional language, make good progress in developing their speaking skills. All members of staff place a suitably strong emphasis on the teaching of specific skills for example, how to use pencils, paint and musical instruments. They encourage all children to work independently and make choices. An example of this is the work children do on the computer and their ability to print out work unaided. The quality of teaching is an improvement since the previous inspection. The keen and enthusiastic co-ordinator for provision in the Foundation Stage is having a positive impact on the level of provision and the quality of teaching and the curriculum and teaching are effectively monitored.

ENGLISH

84. By the time they leave the school at age 11, pupils are attaining standards well below those expected nationally, particularly in speaking, in the accuracy, punctuation and spelling of their written work and in their development of higher reading comprehension skills. The school has more than 75 per cent of pupils with English as their additional language (EAL) More than 33 per cent of these pupils are at the very earliest stages of acquiring English. In addition there are about a third of all pupils who are of refugee status. The rate of pupils leaving and entering the school is also high; 65 percent of pupils have changed between Year 2 and Year 6.
85. Some year groups have an even higher proportion; the current Year 6 has 96 per cent of EAL pupils, 64 per cent of pupils with special educational needs and a very high proportion of boys, 20 out of 28 pupils. Only 35 per cent of the pupils in the current Year 6 were in the school in Year 2 and many have arrived in the last eighteen months at the very earliest stages of acquiring English. In this context, the importance of early and good quality support for pupils to quickly acquire English is a high priority; the school recognises this fully and basic literacy is well taught. The high incidence of pupils at an early stage of EAL and the high level of pupils' movement in and out of school are significant contributors to the well below average standards. In terms of what you might expect these pupils to achieve, they make satisfactory progress over time. Standards of literacy, particularly writing, at Key Stage 2, however, are still well below average, and improving these is a focus of teaching across all subjects.
86. At the age of 7, pupils are attaining standards that are close to the national expected levels in listening and writing, but below expected levels in speaking and reading, particularly in their understanding and the numbers of pupils attaining higher levels. The pupils are good listeners, but their speaking skills are often below average, due to their non-English language backgrounds. Their writing, including handwriting and presentation, is satisfactory. Standards of literacy are below average but improvement is very strongly promoted by teachers and pupils' developing skills are confidently used. For example, pupils were able to write good quality, expressive poetry using computers with confidence. Pupils at Key Stage 1 show good progress from their previous very low levels of English skills when they enter the school.
87. The school promotes a wide range of English activities and is particularly strong in the development of expressive and creative writing for a variety of purposes. Pupils are achieving well from their previous low levels of attainment, including pupils who have special educational needs. Some evidence of lower attainment by boys was seen in the National Curriculum test results over the last four years; and this was borne out by the inspectors in some lessons at Key Stage 2 where the classes are predominately boys.
88. In the national tests over the last four years the trend has been for pupils at age 7 to attain well below average reading and writing results compared with the national average. In 2000, results were well below the national average in reading and writing and below similar schools in reading but in line with them in writing. At age 11, pupils are attaining results which are generally well below the national average over the last four years. In the 1999 English tests, pupils at 11 attained standards, which were well below average but in line with schools with similar intakes. In 2000, results were more disappointing, in the bottom 5 per cent nationally and well below similar

schools. The percentage of pupils attaining Level 5 was particularly low. It is difficult to compare pupils' results at Key Stage 1 with the Key Stage 2 results as only 35 per cent of the 11 year old pupils were in school at age 7. The pupils who had been in the school from Key Stage 1 attained much higher levels than the pupils who arrived later and the majority made good progress.

89. By the time they are 7, pupils are able to listen with interest and respond well. They are good at understanding instructions and generally listen politely to the viewpoints of others. Pupils' fluency in speaking is more limited with fewer having satisfactory levels. Teachers give the pupils good opportunities in lessons to be involved in discussions about their work, which enhances learning well, particularly in the literacy hour and in religious education lessons. They are generally accurate in their reading and enjoy books, but their higher levels of understanding are more limited and their reliance on sounding to read unfamiliar words sometimes slows their use of predicting what will happen next. Although their writing, including good expressive writing, is well developed, such as in their imaginative class poetry writing, they are less accurate in their correct use of spelling, punctuation and in correcting their own mistakes. They use computers for word processing very confidently.
90. By the age of 11, pupils are starting to use their speaking and listening skills in discussion and debate and this is encouraged well by the school in many lessons. Their overall literacy skills are, however, well below average. They have generally well below appropriate levels of vocabulary and standard English development for their ages but are starting to use their developing skills to speak for a variety of audiences; for example, in school assembly. They are responsive listeners and acknowledge the views of others well. Their reading is satisfactory in fluency and accuracy, and they are able to understand the main ideas and characters of a book, but a majority of pupils have less well developed understanding of more subtle meanings. There are weaknesses in their written work, particularly in Year 6, and pupils are not yet using cursive handwriting consistently or correct grammar, punctuation and spelling at a high enough level.
91. Taking account of the high number of pupils with EAL and the above average numbers of pupils with special educational needs in some years, however, the pupils are achieving satisfactorily overall at Key Stage 2 from their previous levels of attainment. Pupils in Year 3 and Year 5 are attaining close to average standards in all aspects of English. Those in Years 4 and 6 are attaining well below average standards in speaking, listening and writing due to the high numbers of EAL pupils in these years and the well above average number of pupils with special educational needs. In these two years there is also a very high level of pupils moving school and very high ratios of boys to girls.
92. Pupils throughout the school are given good opportunities for writing for a variety of purposes in other subjects such as history, geography, religious education and science. The school has identified the further improvement of writing skills as an area for development, following the analysis of last year's tests and pupils' work.
93. The teaching of English throughout the school is good, with 21 per cent being very good, particularly at Key Stage 2. There were no unsatisfactory lessons. Teachers' good knowledge and understanding have been enhanced by the introduction of the National Literacy Strategy and they have received good levels of support and training. Classroom organisation and the content of lessons are good, as are the supportive relationships with the pupils and expectations of both their work and behaviour. The teaching of literacy is well organised and managed. Teachers generally encourage a brisk pace of learning and use questions productively to move the learning forward and consolidate previous learning. Teachers' medium and long-term planning is generally satisfactory and this is fully implemented in lessons. Support staff are well used to help individual pupils and group work. In the best lessons, the presentation of the whole-class session is clear and lively, pupils are kept interested and involved and teachers maintain a very good pace while still enabling pupils to contribute to the discussion. Teachers' assessment procedures are accurate and used well to set targets for pupils but are less precisely used in planning learning intentions for different groups of pupils.
94. The quality of teaching of pupils with English as their additional language by specialist teachers, support staff and class teachers is consistently good and pupils' work is appropriately targeted, assessed and monitored to ensure that they are making sufficient progress. Teachers use the Stages of English acquisition to assess, record and monitor pupils' progress. Some pupils are

making very rapid progress and meet the national expectations in English by the time they leave the school.

95. Pupils' learning in English is good, and reflects the good quality of teaching seen. Most pupils start school at a very early stage of acquiring English. Teachers offer good opportunities for pupils to learn basic skills, and consolidate their existing skills through the skilful use of questioning to ascertain pupils' understanding and extend their learning. Pupils are making generally good progress at Key Stage 1 and satisfactory progress at Key Stage 2, in building upon their existing knowledge and understanding. Those with special educational needs are well supported to make good progress and start to catch up. The school sets appropriate targets for pupils to ensure that they are extended, this includes higher attaining pupils who learn well.
96. Pupils' attitudes to their work in English are good and they are generally well behaved and hard working. They enjoy their lessons, settle to work well and are interested and involved. Pupils can sustain concentration and work well independently while their teacher is with another group. They are friendly towards each other and cooperate well in their groups. They are generally confident in using their developing literacy skills in a wide range of situations. They are competent and independent in using computers to support their learning.
97. The school has successfully implemented the literacy hour and literacy is also developed well within other subject areas such as mathematics, information and communication technology, history, geography, religious education and science. Planning for literacy is satisfactory and is consistent throughout the school. Teachers are confident in teaching the literacy hour and manage the different stages of language development in their classes well. Parents and governors have been well informed and parents are supported in English so that they can help their children at home. Homework is satisfactorily set.
98. There are useful policies for English and the school is working directly from the national guidance for the literacy strategy. The subject is well led by a coordinator who has a good level of understanding and enthusiasm. Monitoring of standards and teaching is generally satisfactory, but observation of lessons by the coordinator has been curtailed this year, as she is supporting improvement in standards in Year 6. The resources for the subject are good and these are well managed and accessible. There is good provision for information and communication technology. The subject makes a good contribution to the spiritual and cultural development of the pupils; for example, in discussion and in the development of poetry writing and appreciation. The school has made satisfactory improvement since the previous inspection in teaching, the implementation of the National Literacy Strategy and the improvement in resources, including computers. Improvements in the standards of literacy are unsatisfactory.
99. The school is very aware of the need to improve standards, particularly following the disappointing results in 2000, and has put in place good strategies from the beginning of the school year to do this. These include team teaching at Years 5 and 6 involving the support of the deputy headteacher and literacy coordinator, both of whom are experienced and skilful teachers. These are starting to have an impact but have not yet been in place long enough to raise standards in Year 6 sufficiently.
100. There are some areas which would benefit from further development. Currently both the National Strategy for Literacy and the scheme for developing English as an additional language (EAL), are being implemented. The school needs now to develop a scheme of work for English and literacy, which is specific to its own intake. This needs to fully incorporate both the literacy and EAL strategies, and provide all staff with guidance and ongoing training to support these pupils, as they are the majority of the school population. The current stages in EAL and the level descriptors in literacy need to be cross-referenced to ensure that in target setting and assessment, pupils are tracked through National Curriculum levels also. The implementation of such a scheme would lead to raising standards in literacy throughout the school.

MATHEMATICS

101. Standards in mathematics by the age of 11 are well below the national average, particularly in the numbers of pupils who are in line to attain Level 5. At Key Stage 1, standards are below the national average; this is an improvement on the standards attained in the national tests in 2000, where standards were well below average, although in line with similar schools. At Key Stage 2, the results in the National Curriculum tests in 2000, were very low in relation to the national average and in the lowest 5 per cent nationally. In comparison with schools with similar intakes, standards were well below average.
102. Over the last three years, pupils' performance in mathematics at Key Stage 2 has been below the national average and the trend in results has been below the national trend. Standards of attainment have fallen since the previous inspection and boys performed less well than girls in the 2000 tests.
103. The inspection findings closely reflect the test results and show that standards are well below expected levels by the end of Key Stage 2. However, whilst the standards are still well below the national average, the very high percentage of pupils entering and leaving the school at Key Stage 2, 65 per cent, has an adverse effect on attainment. Added to this, the high number of pupils who have English as an additional language and those who have special educational needs leads to inconsistent progress in learning at Key Stage 2. Nevertheless, many year groups are stepping up the rate of progress and the overall picture is improving. Overall, progress in mathematics at Key Stage 2 is satisfactory, taking into account the two years where progress is good and the two year groups with pupil factors which explain, to some extent, the low levels of attainment.
104. This improving picture is due to the mainly satisfactory quality of teaching at both key stages, particularly in number and algebra work. The setting of pupils in Year 6 according to prior attainment is also having a positive effect on the work in mathematics. Realistic, but challenging, targets have been set for 2001, based on accurate analysis of statistics. At the end of Key Stage 2, a strong emphasis has been put, quite rightly, on teaching basic number and algebra skills to the high number of lower achieving pupils; this is starting to have a positive impact. Higher attainers are taught in a separate set and are making good progress in using and applying mathematics and in data handling, shape and space work.
105. Although their literacy skills are often limited, the oldest pupils in the school generally have sufficient understanding of mathematical language and terminology to explain their reasoning and methods. Consequently, they apply their knowledge effectively in practical situations. A good example of this was seen in a lesson on number sequences in a Year 6 set, where the most able pupils successfully investigated different methods for solving problems. They know how to round numbers up to the nearest ten and understand equivalent fractions. Most pupils understand and demonstrate the value of the various digits in a six or seven-figure number. A few pupils have satisfactory understanding of multiples, percentages and decimals and are able to use and interpret co-ordinates in the first quadrant, but many struggle with the concepts involved. Generally, pupils understand time zones and square numbers. Most are accurate at their own ability level and present their work satisfactorily. Younger pupils at Key Stage 2 can count up and back to 100 in tens and work well when multiplying two- and three-digit number patterns. They halve and double numbers, and use pictograms to help them. Pupils use subtraction and simple division to find the answers to problems involving money and length. Weaknesses are seen in the presentation of information and results and in the expression of simple formulae.
106. Pupils with special educational needs and for whom English is an additional language, work appropriately in their groups, on work planned in the same context as the other sets, because the support is well focused.
107. At Key Stage 1, in the National Curriculum tests in 2000, pupils attained well below average standards, but were average in comparison to similar schools. This reflects steadily rising standards, mirroring the national trend. It is also confirmed by inspection findings, which shows that although pupils' attainment is below the level expected nationally for pupils of this age group, good progress in learning is made. This is due to the effective teaching throughout the key stage, as well as the use of grouping according to pupils' previous attainment. Teachers prepare their lessons and activities carefully, which match the levels of ability in their classes, and so pupils

achieve appropriately. By the end of the key stage, a good proportion of pupils count, add and subtract numbers up to 20 confidently, and many are beginning to understand the place values of the digits in numbers up to 100. They are developing good ways of working things out and demonstrate competent, confident mental agility. They work at a steady pace but with time to reflect and consider answers, where appropriate. The majority of pupils are attentive and respond with interest in their lessons. They know the names and properties of common two-dimensional shapes, but some are more hesitant about three-dimensional ones. They are developing a satisfactory sense of time when considering calendars and seasons and they use non-standard units of measurements effectively. They also see patterns and relationships in numbers; for example, when using a hundred square to find numbers.

108. The quality of teaching is satisfactory overall at both key stages, although it is more variable at Key Stage 2, where it ranges from very good to unsatisfactory. In the best lessons, the consistent and skilful teaching is reflected in the quality and quantity of work the pupils produce. This is not yet replicated in the standards achieved, especially in National Curriculum tests, but teachers are constantly considering their work and standards are beginning to rise. Lessons are generally effectively planned, purposeful and carried out at an appropriate pace. This allows time for quick-fire sessions and times for reflection. Teachers use time and resources well and so pupils' interest and enthusiasm are maintained. There is good liaison between support staff and class teachers, which greatly enhances the pupils' learning. Relationships are good, especially where teachers use humour well to boost confidence. Teachers plan good finishing sessions, which draw teaching points together successfully and consolidate the learning that has taken place; for example, in a Year 5 lesson pupils were able to find ways to calculate answers using odd and even numbers, skilfully orchestrated by the teacher. In less inspiring lessons, some opportunities for independence are lost and pupils do not consider their own learning in light of the goal set for the session because teachers do not share it with them sufficiently often. Although assessment information is carefully collected, insufficient detailed scrutiny takes place to pinpoint difficulties pupils might be having with particular concepts. This is a weakness in the work to raise standards.
109. The use of the new strategy for numeracy is satisfactory, but not all teachers follow the strategy in relation to the recommended amounts of time for lessons and, as a result, pupils sometimes lose interest and concentration. The co-ordinator works hard to lead the subject, although her monitoring by observing teaching and learning is not yet sufficiently developed. Nevertheless, her grasp of the subject is helpful to the staff, which, in turn, has a positive impact on pupils' learning. The inspection highlighted a willingness and capacity to succeed which bodes well for future development.

SCIENCE

110. At Key Stage 2, the results in the National Curriculum tests in 2000, were well below the national average, although in comparison with schools in similar circumstances, standards were average. Pupils attained above the national average at Level 4 but very low numbers of pupils attained Level 5. At Key Stage 1, the teacher assessments indicated that standards were below average. The inspection findings closely reflect the standardised test results and show that standards are currently well below the national picture by the end of Key Stage 2. At Key Stage 1 standards are below expected levels, particularly in suggesting questions and using scientific vocabulary to discuss their findings. However, the high number of pupils who learn English as an additional language and those who have special educational needs plus the very high percentage of pupils entering and leaving the school has an adverse effect on attainment. In terms of these factors, pupils' progress is good at Key Stage 1 and although less consistent, it is satisfactory at Key Stage 2.
111. By the age of 11, pupils understand what is meant by a fair test and can use their ideas to construct an investigation. Pupils think about how bacteria can be helpful or harmful to the human body and know about the habitats of living creatures. They know that sounds are created through vibrations in the air and record their work in a variety of ways, using graphs, such as line graphs, effectively, as in an investigation on the amount of force required to move an object. However, in some lessons, particularly in Year 6, pupils' lower level reading comprehension skills slow their progress and lower their attainment, particularly in terms of scientific investigations, description of

their conclusions and communication using appropriate scientific language. Attainment in Year 5 is close to expected levels, but in Year 4 it is well below expectations, due to similar factors.

112. At Key Stage 1, pupils can make simple predictions and carry out investigations to test these, using appropriate observation and recording skills. They know about different senses of the body, and can use these to sort and classify different substances and materials. For example, pupils in Year 2, thoroughly enjoy finding out about heating and cooling materials and use their senses well to discuss the effects of heat on a range of different foods, such as bread and eggs. They know that there are many different sources of light and that sunlight and water are essential for the growth of plants. They can name objects which require electricity for power and understand many of the safety aspects associated with the use of electricity.
113. The quality of teaching is satisfactory overall, with some good teaching seen at Key Stage 1. Teachers generally plan well to provide activities reflecting the programme of study and pupils' needs. They set clear learning intentions, and make good use of questioning to promote pupils' thinking and challenge them appropriately. In response, pupils enjoy their work, particularly when working together during an investigation. They are generally confident and enthusiastic when discussing aspects of their work, show respect for each other and treat materials and equipment with care. They usually behave well, but the occasional inattention of a very few pupils at Key Stage 2 has an adverse effect on the learning of others.
114. During lessons, the progress of pupils is good at Key Stage 1, whereas over the longer term it is less consistent at Key Stage 2, although satisfactory overall. It is often slowed by the high numbers of pupils moving in and out of year groups and language factors associated with interpreting and recording pupils' investigations. The learning of pupils with special educational needs is similar; progress for these pupils is particularly good when supported by an adult.
115. The subject is well managed by a committed co-ordinator. She has contributed to the recent improvements in the subject through the development plan and intends to improve her monitoring role. The use of assessment is not yet well developed in relation to setting learning intentions for groups of pupils but information and communication technology is used well to enhance pupils' learning.

ART

116. No lessons were observed during the inspection due to the timetabling of the subject. It is therefore not possible to report on standards, teaching, learning or pupils' attitudes, due to the limited evidence available.
117. The school provides a well-balanced curriculum that covers all elements of the National Curriculum for art, and is using a national scheme of work. The newly appointed co-ordinator is working hard to raise the profile of art. She ensures that all pupils have opportunities to visit art galleries to enrich their experiences. Teachers' planning indicates that they have a secure knowledge and understanding of the need to develop skills and techniques steadily.
118. This gives an effective level of support to enable teachers to plan and teach effectively and is having a positive impact. The co-ordinator monitors teachers' planning and the quality of work on display, but there is no directly observed teaching. The subject policy is scheduled for revision in line with the new Curriculum 2000.
119. The displays and samples of pupils' work available and the examination of teachers' planning show that pupils have had opportunities to work on a variety of tasks and in a variety of media and that the requirements of the National Curriculum are met.

DESIGN AND TECHNOLOGY

120. Attainment at the end of Key Stage 1 is in line with expected levels, with pupils at Key Stage 2 attaining above expectations for the age group. This is an improvement since the last inspection. In Year 1, pupils designed and made small animal models with moving parts, using tools carefully, with supervision, to cut and join. They were able to plan their model and knew that you may have to change what you had planned if it doesn't work. At Key Stage 2, younger pupils were designing and making money containers and could plan, select materials, use competent cutting, sewing and sticking skills and show cooperation and patience. Older pupils had made imaginative musical instruments from recycled materials and were able to plan carefully, select materials, adapt their instrument making in the light of problems and evaluate what they had made. Some could even play their well made instruments. They were given good opportunities throughout the school to evaluate what they had made compared to their original plans and also evaluate the work of others.
121. The quality of teaching observed is generally good, with some very good teaching seen at Key Stage 2. Teachers have a good understanding of the expectations for the subject and encourage the pupils to be independent and to evaluate their work. Good emphasis is also placed on the importance of co-operation and using the right materials and tools safely.
122. The pupils' learning and progress throughout the school is generally good with some very good learning at Key Stage 2. Pupils are able to select materials with care, use tools appropriately and safely and listen well to instructions. They are cooperative and independent and work very well in their groups or with a partner. They enthusiastically discuss ideas with one another and put forward a wide variety of suggestions, often making revisions in the light of the problems which arise. They listen with respect to the viewpoints of others.
123. The subject is well led by a new coordinator who shows enthusiasm and good expertise. Good progress has been made in developing the subject further since the last inspection. There is appropriate planning in place and the National Curriculum requirements are fully covered. There is now a useful policy in place, which is due for review this year and the national guidelines are being followed. The subject is appropriately monitored and well resourced. There is good emphasis on pupils' health and safety.

GEOGRAPHY

124. Pupils achieve the standards expected for their age group by the end of Key Stage 1, but below the expected level at Key Stage 2. The lower standards achieved by the end of Year 6 are mainly due to the high turnover of pupils, the high percentage of pupils with special educational needs and the limited literacy skills of the very high number who learn English as an additional language. This limits the development of secure geographical skills and geographical questioning and investigations using primary and secondary sources of evidence. The school has maintained a suitable level of improvement since the last inspection, whilst implementing the National Literacy and Numeracy Strategies. Only three lessons were seen during the inspection and so other evidence is taken from an analysis of work and from discussions with staff and pupils, as well as from looking at teachers' planning.
125. The oldest pupils in the school undertake appropriate investigations of local and comparative regions, such as London and the Isle of Wight. They compare and contrast conditions demonstrating sound understanding of how areas are different from their own environment, especially in the climate and physical features. Younger pupils at Key Stage 2 are able to produce diagrams of their routes to school and they use atlases to find out the names and features of places such as Los Angeles. For example, in one lesson observed, pupils explored temperatures around the world by using maps and weather charts. They present their written work reasonably carefully, using keys and symbols to represent details.
126. At Key Stage 1, pupils describe their local area competently and express ideas about why it is as it is. They have a developing sense of where places are in relation to each other and realise places are linked by such things as time or weather, world wide. They know that people speak

different languages, have different food and money because their lives are different from their own. Throughout the school, the use of world maps is satisfactory, although pupils' skills in map-reading are not as well developed. Generally, pupils make good use of atlases and they have an increasingly appreciation of the relationship between the globe and the world map.

127. The quality of teaching and learning is satisfactory overall, although pupils' learning is less consistent at Key Stage 2 over time, due to the high rate of pupils moving in and out of year groups. Nevertheless, lessons are planned effectively and classes are well managed. Teachers are beginning to make good use of teaching styles learned from the use of the National Literacy and Numeracy Strategies and question pupils well to make them think. They provide suitably matched work for pupils of differing abilities and give helpful support to pupils during lessons. The new co-ordinator is planning to conduct an audit of the resources available in order to evaluate future needs, and is aware that her monitoring role is not yet fully developed in observing classes.

HISTORY

128. The timetable for history provided the opportunity to observe only two lessons, one at each key stage. Judgements are therefore made also in the light of evidence from pupils' work, displays around the school and discussion with pupils.
129. As at the time of the last inspection, pupils are attaining standards in history which are in line with expected levels for their ages at each key stage and are achieving well. At Key Stage 1, pupils understand about the past within living memory, and had recorded their visit to the local toy museum. By the end of the key stage, they can talk confidently about the past beyond living memory and recall for example that Florence Nightingale was born in 1820. Pupils understood and sympathised with the predicament of children who wish to follow a different life to the one their parents think is best.
130. At Key Stage 2, pupils learn about the reasons for historical events happening as they did, for example, the six marriages of Henry VIII. By the end of the key stage, they are confident in their appreciation of different interpretations of the same event. For example, pupils are able to discuss together whether or not the Roman invasion and settlement in England was a good thing or not, and give reasons. At both key stages, pupils confidently use information technology such as CD-ROM drives to look for information. Pupils are interested and enthusiastic about the subject.
131. Only two lessons were seen, the overall quality of teaching was satisfactory with one good lesson seen at Key Stage 1. In these lessons teachers had good expertise and enthusiasm for the subject, used questioning well, and planned the work effectively to ensure that pupils made progress in their learning. There has been improvement since the last inspection, particularly in the greater emphasis on written work. There is less evidence that the good practice seen during the two lessons is consistently applied throughout the school.
132. The curriculum is appropriate and based on national guidance. Pupils make visits to museums and use artefacts well in their lessons. The subject has not been a major priority of the school recently, as the school has been implementing the National Literacy and Numeracy Strategies. The new coordinator has begun to review the teachers' plans and pupils' work and is keen to undertake training in the recently revised National Curriculum in order to review the school policy. Resources, including videos, are satisfactory, although there are some gaps in some of the topics to be studied. This review will help to improve links with geography, tracking pupils' progress through the key stages and assessment procedures, which are currently lacking in coherence.

INFORMATION AND COMMUNICATION TECHNOLOGY

133. Information and communication technology is a significant strength of the school. Its positive effects are to be seen in the development of pupils' technological capability in applications within curriculum subjects and in school organisation and administration. Progress since the last inspection has been very good.
134. Pupils' attainment is well in line with national expectations at both key stages which is a good achievement for these pupils. By the end of Key Stage 1, pupils have developed their word processing skills to include cutting, pasting, saving in their personal folder, as well as correcting and editing through using the spell check. They are also confident about simple control technologies, such as programming a roamer, and are able to create increasingly subtle pictures. They know how to obtain information from simple sources. Pupils at Key Stage 1 are generally very confident and competent in the use of ICT, and many are ready for more advanced work.
135. At Key Stage 2, pupils are confident and accurate about the use of databases. By the end of the key stage pupils use the principles of spreadsheets, and for example, apply these skills in plotting plants and their habitats as part of their science work during a residential field study. Pupils are also confident about the need to have clear learning intentions, and are quick to notice improbable results, such as when calculating the costs of different families' groceries. Pupils are also confident in the use of multimedia programs, and for example are able to compose the musical backing for a dance routine. Pupils' attainment at Key Stage 2 is in line with national expectations, and this is largely because of the frequent opportunities they have to use these technologies. Where pupils are given more opportunity, they progress even faster. This is well illustrated by the after-school club for Year 3, made possible by supplementary funding, where pupils understand and apply procedures successfully for interrogating a website. These pupils also have the opportunity to take their laptops home for further practice.
136. The overall quality of teaching is good and is often very good. Most staff are at a relatively early stage in their own competence and familiarity, but this does not prevent them from communicating confidence and expectations to the pupils, who respond very well to this encouragement. Pupils working at the computer are always clear about their learning intentions, and teachers are well focused in guiding pupils to these ends.
137. At both key stages pupils work very well together, taking turns and cooperating in making decisions. Pupils naturally assume that the first place to look for information is on the computer. For example, when a pupil in Year 2 asked who was in charge of the government when Florence Nightingale went to the Crimea, another pupil immediately suggested the Internet as a source for this information. In Year 6, a group of four pupils were able to sign on to the Internet, which was their first suggestion to obtain information on the Romans. It was closed down at the time, and the pupils moved easily to consider other sources such as CD-ROMs. They succeeded in accessing the data as a result of further discussion and sharing opinions.
138. Class teachers are very well supported in their work by the coordinator, the well constructed timetable and the schemes of work. These provide for whole-class teaching of skills, and clear expectations for the use of information and communication technology across the curriculum. Classrooms are very well resourced with both networked and independent computers and other technology, and this allows almost continuous access by pupils. The management of the subject is very good. The school has been very successful in bidding for a range of supplementary funding over the last three years, in addition to providing a large allocation from the base budget. This investment, and the plans for renewal and extension in the future, represent very good value for money. Staff training is also a priority in the school, and training courses have been planned.

MUSIC

139. Standards in music exceed those expected nationally for pupils at the end of both key stages. This is an improvement since the previous inspection. These standards include pupils with special educational needs who make good progress and are fully included in lessons. Pupils throughout the school sing rhythmically, melodically and with enthusiasm. They demonstrate above average breath control and sing with clear diction. The teachers ensure that pupils appreciate a wide range of classical and popular music as well as music from non-western cultures. This encourages pupils to develop and form their own opinions, likes and dislikes. Teachers are careful to choose suitable recordings for pupils to listen to in lessons and assemblies. This interests pupils and enables them to develop understanding and appreciation of music.
140. The quality of teaching and learning is generally good. One third of this teaching is very good. The school funds and makes very effective use of additional music teaching by a specialist teacher. The older pupils have opportunities to learn to play a range of stringed and wind instruments. This provision makes a valuable contribution to raising the profile of music within the school.
141. Teachers have an enthusiastic approach, communicate effectively with pupils, make music fun and encourage pupils to participate with enjoyment. They use their subject knowledge very carefully to explain what they want the pupils to learn. For example, in a Year 1 lesson, the teacher used questions very effectively to establish what pupils know about dynamics. The pupils experiment confidently with different qualities of sound, rhythm and pattern. The very good teaching ensures that they improve their composing and performing skills. Teachers use subject specific language and teach pupils the correct musical definitions. This ensures that pupils understand terminology such as rhythm, beat, dynamics and structure.
142. Pupils' learning is also generally good. As a result, pupils talk confidently about their work and, by Year 6, know how to recognise notes and read music. They work collaboratively to compose music in structured layers. Pupils experiment with instruments to create different sounds and textures. For example, a group of boys used their beaters to create a very effective soft rustling sound to a bass line beat. Direct teaching of singing and playing skills enables pupils to develop their performing abilities well. The specialist music teacher helps less confident colleagues. This has a positive impact on the quality of teaching and learning. There was some unsatisfactory teaching at Key Stage 2 due to the poor management of pupils' behaviour, which led to restlessness and inattention and unsatisfactory learning.
143. The school provides opportunities for all age groups to take part in school productions. These make a positive contribution to pupils' performing skills. They are also very effective in raising pupils' self-esteem. There is very strong support for the school orchestra and choir. Pupils support the extra-curricular music activities well and enjoy participating in them. There are limited opportunities for the pupils to use information and communication technology in music to support their work. The school knows this and has plans to address the issue. Music makes a good contribution to pupils' spiritual, social and cultural development. Pupils reflect quietly as they listen to music and learn to work co-operatively in lessons. Resources for music are good, of high quality and suitable for the needs and age range of pupils. The resources for music are from a range of cultures and staff make effective use of them.
144. The good standards are a result of the enthusiasm of the specialist music teacher who is the coordinator and the clear guidance given to teachers. The school has satisfactory procedures for assessing pupils' progress in performing, composing and in their knowledge and understanding of music.

PHYSICAL EDUCATION

145. Standards are in line with those expected for the age of the pupils at the end of both key stages. By the time pupils are 11, they have good ball skills and participate well in competitive games. They show good sportsmanship, applauding each other's performances and offer helpful suggestions for improvement when asked. They travel across space confidently, planning and performing sequences effectively with good body control in dance and gymnastic activities. Pupils

in Years 3 and 4 have regular swimming lessons at the local swimming baths, but there is currently no provision for Years 5 and 6 to take part and this limits their progress in learning. The extra-curricular sporting activities enhance the curriculum and extend the range of knowledge and skills for a large number of pupils.

146. Teaching and learning are satisfactory overall at both key stages. Teaching is occasionally very good at Key Stage 2. In games lessons, pupils work hard and follow instructions well. Lessons are well planned to develop and build up skills and the teachers help by demonstrating what is required. Pupils organise themselves independently and concentrate well on improving their skills; for example, in practising dribbling and goal scoring in football. Their attitudes to the subject are good. They enjoy lessons in the local sports centre with the specialist coaches and behave well. In dance and gymnastics, they learn to balance and counter-balance, working well in pairs to develop the sequence of movements. They show increasing control when balancing and holding their position, and great care to end the series of movements with a well-balanced final position. They work well in groups and co-operate and share the equipment well, and understand the need for safety. Teachers pay good attention to the warm up session, and encourage pupils to reflect on the effects that exercise has on their body and heart, so that pupils can describe which muscles they can feel working. Teachers effectively extend pupils' performance through demonstrating ways to improve their skills and use the good performance of individual pupils to encourage others.
147. The co-ordinator provides committed leadership and effective guidance to teachers throughout the rest of the school and is keen to develop her monitoring role further. Resources for the subject are adequate.

RELIGIOUS EDUCATION

148. By the time they leave the school at the end of Key Stage 2, pupils are attaining standards in religious education which are higher than the intended learning outcomes of the agreed syllabus. Pupils throughout the school are attaining above average levels and are achieving well. This represents a very good improvement from the previous inspection, which identified standards in the subject as below expected levels with unsatisfactory progress by the pupils. The statutory requirements for religious education are now fully met and sufficient teaching time is allocated.
149. At Key Stage 1, pupils are able to understand the meaning of belonging to a group, including sharing religious beliefs. They are also beginning to understand the meaning of the symbols used in the major faiths and are able to discuss the relevance of prayer and religious customs in their own lives. Older pupils are able to use CD-ROM computer programs and reference books to find out about the places in which different religions worship and the symbols and artefacts used. They understand well the symbolism of the different forms of worship and were making information booklets about different world religions, which they shared with others. Older pupils at Key Stage 2, are able to discuss the beliefs and customs of the major world religions and were able to question and discuss the relevance of this with pupils of different religious beliefs in their own class. The oldest pupils are able to discuss their own feelings and reflection and the notion of groups coming together in shared spirituality.
150. The teaching of the subject is consistently at least good, with some excellent teaching seen. Teachers have good subject enthusiasm, knowledge and confidence. They provide interesting and lively lesson activities and are very conscious of the need to make the subject relevant to pupils' lives and day-to-day experience. Their expectations of the pupils are good in relation to both their work and attitudes. They are confident in discussing sensitively their awareness of spiritual experience in their own lives. The use of questioning in lessons to check understanding and promote discussion and new learning is particularly good. Resources, including the pupils themselves, are very well used to promote understanding. Teachers deal very sensitively with the wide variety of world faiths represented by the pupils and this ensures that pupils also reflect this in their good attitudes.
151. Pupils learn well, are enthusiastic and show great interest in the subject. They are able to draw on their previous experience to progress further in their learning and use their literacy skills to discuss their viewpoints and record their work in written form. A particular strength of the pupils' attitudes and learning is the way in which they can discuss quite profound matters, such as the

impact of spiritual experiences in their own lives, with maturity and confidence. They have good knowledge about world religions but also show good levels of respect for and interest in the beliefs, customs and worship of others.

- 152. The high quality and well-planned school assemblies have a major impact on the good attainment and attitudes of the pupils. They are interesting, lively and relevant and contribute well to pupils' knowledge and the development of morality, spirituality and cultural knowledge.
- 153. The subject has a major impact on pupils' spiritual, moral, social, cultural and personal development and the very good relationships and ethos within the school. It is well led and managed and standards are assessed and monitored effectively by the knowledgeable coordinator, who leads with enthusiasm and liveliness.

THE PROVISION FOR AND STANDARDS ACHIEVED BY PUPILS WITH ENGLISH AS THEIR ADDITIONAL LANGUAGE

- 154. The school has more than 75 per cent of pupils with English as their additional language. More than a third of all pupils are at the very earliest stages of acquiring English. Some year groups have a higher proportion, the current Year 6 has 96 per cent. In addition there are about a third of all pupils who are of refugee status. The rate of pupils leaving and entering the school is also high. Only a third of the pupils in the current Year 6 were in the school in Year 2 and many have arrived in the last eighteen months at the very earliest stages of acquiring English. In this context, the importance of early and good quality support for pupils to quickly acquire English is a high priority: the school recognises this fully.
- 155. Provision for the support of pupils with English as their additional language is good throughout the school. Pupils are well supported and taught by enthusiastic, specialist teachers and support staff and consequently are achieving well and making good progress.
- 156. The quality of teaching seen in lessons by specialist teachers, support staff and class teachers in consistently good and pupils' work is appropriately targeted, assessed and monitored to ensure that they are making sufficient progress. Teachers use the stages of English acquisition to assess, record and monitor pupils' progress. Some pupils are making very rapid progress and meet the national expectations in English by the time they leave the school.
- 157. The pupils respond very well to this and their learning is often very good. They are enthusiastic, hard working and able to move on quickly in their progress by utilising their existing skills with confidence to tackle new learning. Support is by withdrawal groups and support in lessons. Pupils learn best when they have specific support, particularly those who are at an early stage of acquiring English.
- 158. Attainment for these pupils is often below or well below the national expectations in English, but they are making good progress and are achieving well in terms of what might be expected of them.
- 159. The school provides well for these pupils and regards their support as a high priority. There are useful policies for supporting refugee pupils and pupils with English as their additional language. The school also provides support for their parents in acquiring English, in family literacy classes and there are breakfast clubs and a drop in homework club. There are also classes in Arabic to extend mother tongue language development. Translation and interpretation is well used to communicate with pupils and their parents. This is well led by an enthusiastic and experienced coordinator and specialist staff are well deployed.
- 160. There are many strengths in the provision, teaching and progress made by the pupils. There are also some areas which would benefit from further development. Currently both the National Strategy for Literacy and the scheme for developing English as an additional language (EAL), are being implemented. The school needs now to develop a scheme of work for English and literacy, which is specific to its own intake. This needs to fully incorporate both the literacy and EAL strategies and provide all staff with guidance and ongoing training to support these pupils, as they are the majority of the school population. The current stages in EAL and the level descriptors in

literacy need to be moderated and cross referenced to ensure that in target setting and assessment, pupils are tracked through National Curriculum levels also. The implementation of such a scheme would lead to raising standards in literacy throughout the school.