

# INSPECTION REPORT

## **ST JOHN'S PRIMARY SCHOOL**

Ealing, London

LEA area: Ealing

Unique reference number: 101873

Headteacher: Mrs Pam Peck

Reporting inspector: Dennis Maxwell  
OFSTED No: 8798

Dates of inspection: 20 - 23 November 2000

Inspection number: 224199

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

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Felix Road  
Ealing

Postcode: London  
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Telephone number: 020 8567 6251

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Appropriate authority: The governing body

Name of chair of governors: Cllr Margaret Majumdar

Date of previous inspection: 6 October 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Dennis Maxwell (Ofsted No: 8798)	Registered inspector	Science	How high are standards? a) The school's results and achievements
		Music	How well is the school led and managed?
			What should the school do to improve further?
			Characteristics of the school
Candy Kalms (Ofsted No: 9275)	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development
			How well does the school work in partnership with parents?
David James (Ofsted No: 15162)	Team inspector	Information and communication technology	
		Physical education	
		Equal opportunities	
Charanjit Ajitsingh (Ofsted No: 23588)	Team inspector	Religious education	
		Foundation stage	
Kuldip Rai (Ofsted No: 3588)	Team inspector	Mathematics	How good are the curricular and other opportunities offered to pupils?
		History	
		Special educational needs	
Sibani Raychaudhuri (Ofsted No: 1963)	Team inspector	English	How well are pupils taught?
		Geography	
		English as an additional language	
Nigel Stiles (Ofsted No: 17522)	Team inspector	Art	How well does the school care for its pupils?
		Design and technology	

The inspection contractor was:

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Alexandra House  
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

St John's Primary school is a large school for children aged 3 to 11 years, situated in a central residential area in the London Borough of Ealing, where accommodation consists of multiple occupancy homes and three medium-sized council estates. There are 288 pupils on roll, with over 60 per cent from a variety of ethnic minority heritages. At the time of the inspection 50 children under five attended the nursery part-time and a further 23 children were under five in the reception classes. The percentage of pupils entitled to free school meals, at 55 per cent, is well above the national average. The proportion of pupils with special educational needs, at 35 per cent, is above the national average. Pupils' attainment on entry to the reception class is well below the national average. Over half the pupils have English as an additional language and pupil mobility is high, affecting the overall standards of attainment.

### **HOW GOOD THE SCHOOL IS**

The quality of teaching is good overall, particularly in the upper juniors, with strengths in literacy and numeracy, so that pupils make steady progress through the school. Pupils achieve appropriately in relation to their prior attainment, although standards in English, mathematics and science are below average by the time they leave the school. The school is successful in providing a rich range of experiences in the nursery, meeting the aim of developing the children's language and relationships. The overall quality of education is satisfactory, with mostly well-chosen activities that promote the pupils' learning. Teaching and support for pupils with special educational needs and English as an additional language are good. The work of the speech and language unit is good in supporting the pupils' development. Behaviour is unsatisfactory overall, although teachers and support staff work very hard and apply behaviour strategies well. The headteacher gives unsatisfactory leadership and does not set sufficiently high expectations for standards and conditions in the school. The governing body supports the development of the school through its procedures and forward planning. The school gives satisfactory value for money.

#### **What the school does well**

- Among pupils who join in nursery or reception classes and remain until Year 6, attainment is broadly in line with the national average by the age of 11.
- Teaching in the core subjects of English, mathematics and science is good overall. It is a particular strength in the foundation stage and with the oldest pupils, so that they learn well.
- Provision for pupils with special needs and English as an additional language is good.
- The support and teaching given in the speech and language unit is good.
- The annual reports to parents provide clear, helpful information about their children's progress.
- All members of staff have a very good knowledge of the pupils, and the day-to-day medical care and welfare is good. The pupils are helped to develop socially and become more independent through the well-planned residential visit in Key Stage 2.

#### **What could be improved**

- Standards in English, mathematics, science and information and communication technology are below average.
- The curricula for information and communication technology and for design and technology do not cover all that they should.
- Leadership and management by the headteacher are unsatisfactory, and limit the effectiveness of the senior staff.
- The school needs a behaviour policy that is used consistently.
- Relationships with parents are undeveloped.
- The approach to monitoring attendance is not sufficiently thorough; and levels of attendance and punctuality are unsatisfactory.
- The quality and safety of features in parts of the school site are unsatisfactory.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 1997. The school has made sufficient progress since then to lift it out of the category of serious weaknesses, in which it was placed at the last inspection. The quality of teaching has improved and is now good overall. The teaching of English, mathematics and science is good, so that pupils make steady progress through the school. Pupils' attainment has risen steadily over the past four years, although standards in English, mathematics and science are below the national average by the end of Key Stage 2. The headteacher and staff have clear assessment procedures in the core subjects and analyse the information to make improvements. The governing body makes regular visits to discuss how the school is working and has appropriate procedures to monitor the school's work. The headteacher has not yet established firm leadership and does not set sufficiently high expectations for standards and conditions in the school. A report following a visit by HMI a year after the last full inspection stated that the school had made satisfactory progress in the key issues, including the statutory requirements for information in the governors' annual report, but some aspects have since been overlooked and require a review. The levels of attendance and punctuality remain unsatisfactory. The staff as a whole and the governing body demonstrate a determination to make further improvements.

## STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	E	E	E	D	well above average    A above average        B average                 C below average         D well below average    E
Mathematics	E*	E	E	D	
Science	E	E*	E*	E	

In the national tests of summer 2000, standards in English and mathematics were well below the national average and in science were very low. (The category E\* indicates that the school's performance is in the lowest 5 per cent nationally.) In comparison with similar schools, standards are below average in English and mathematics, and well below in science. The upward trend in standards over the past four years is broadly in line with the national trend. Inspection findings indicate that attainment in English, mathematics and science is below average in the work seen in school by the time pupils reach the age of eleven. The teachers of pupils in Year 6 frequently place a good emphasis on understanding and reasoning in the tasks to promote attainment well in their final year at the school. The school reached the targets set for English and mathematics in the summer 2000 national tests and has set appropriate targets for summer 2001 of 38 per cent for English and 39 per cent for mathematics for pupils to gain Level 4 or above. These are low figures compared with national targets. A significant feature of the pupils' attainment is that those who join the school in the nursery or reception classes and stay until Year 6 attain close to the national average by the time they leave. This shows clearly that the school is adding value to the pupils' education and that pupils achieve appropriately in relation to their prior attainment. Attainment in information and communication technology is below average by the end of Key Stage 2, but the school has plans to address this and improve facilities.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory. Pupils generally take an interest in their work, though several are less enthusiastic and do not respond well in lessons.
Behaviour, in and out of	Unsatisfactory. While the majority of pupils behave acceptably most of



classrooms	the time, many are inattentive and a few are disruptive in lessons, causing considerable learning time to be lost.
Personal development and relationships	Relationships between the children and staff are generally good but are sometimes unsatisfactory amongst the pupils themselves.
Attendance	Attendance is poor. There is a high level of unauthorised absence and poor punctuality.

Many pupils enjoy coming to school and are interested in their tasks since the teachers work hard to provide worthwhile experiences. Members of staff provide a good level of individual support. The introduction of class discussion times is helping to improve attitudes. Children work well together when collaboration is planned by the teachers, but several pupils find sustained concentration and effort very difficult. A significant number show inappropriate behaviour, which is managed firmly by most teachers, although this is not done consistently. The unsatisfactory behaviour of a minority contributes to the low standards of attainment. Pupils show little initiative in lessons and have little involvement in the daily routines of the school.

## TEACHING AND LEARNING

Teaching of pupils:	The foundation stage	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Satisfactory

*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.*

Ninety per cent of teaching was satisfactory or better, and 20 per cent was very good in the lessons seen. Ten per cent of teaching was unsatisfactory. Teaching is good overall. It is good for the children in the foundation stage, for those aged five to seven and in Years 5 and 6. Although there is some very good teaching in one of the Year 3/4 classes, in the other two classes it is currently unsatisfactory. The school is experiencing considerable difficulty in recruiting teachers and currently has two vacancies for permanent posts. The good teaching establishes a positive ethos for learning, with well-chosen tasks that give worthwhile learning experiences. As a result most pupils acquire knowledge and skills satisfactorily, and produce an appropriate amount of work. The teaching of English, mathematics and science is good overall so that pupils take an interest and make steady progress in learning basic skills. The teachers plan carefully for literacy and numeracy and teach them well. In science many practical activities are provided, although there is not much scope for pupils to set up investigations in their own way. Teachers work hard with all pupils to help meet their needs and to consolidate their learning. The use of assessment to plan further work is not well established and teachers do not use the opportunities for discussion sufficiently to show pupils how to make further progress.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced overall but does not currently meet the requirements fully for information and communication technology and for design and technology.
Provision for pupils with special educational needs	The pupils receive good support. The unit for speech and language provides good support to help pupils be fully integrated in lessons.
Provision for pupils with English as an additional language	The provision is good.

Provision for pupils' personal (including spiritual, moral, social and cultural) development	Satisfactory. The school gives considerable time and attention to supporting personal development to help pupils become adjusted to school life. Attention to the pupils' moral and social development is good, but less attention is given to spiritual development.
How well the school cares for its pupils	The headteacher and staff place a high priority on care of the pupils. This has a marked effect on the pupils' ability to settle into school and learn. Several assessment procedures are in place, but marking, target setting and tracking pupils' progress are underdeveloped.

Appropriate emphasis is given to English and mathematics, with daily sessions for numeracy and literacy. Pupils' writing is receiving focused attention following an analysis of test results. Provision for pupils' personal, social and health education takes a considerable amount of time and effort and overall is effective in helping pupils to adjust to school life. Despite the high priority on the care of pupils, procedures to ensure safety and well-being take insufficient account of the condition of the school building and grounds. The hand-washing arrangements in some pupils' toilets and the staff toilets are unhygienic and unsatisfactory.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership by the headteacher gives too little emphasis to setting high expectations and standards for the development of the school. The senior staff make a satisfactory contribution to school developments but there is insufficient rigour overall in monitoring provision and taking effective action.
How well the governors fulfil their responsibilities	The governors give clear strategic direction overall, and are beginning to make regular visits that inform their decisions.
The school's evaluation of its performance	The school analyses pupils' performance in the national tests thoroughly. The outcomes are used to help inform teaching but the data analysis is not used effectively to raise standards and to determine the reasons for low attainment.
The strategic use of resources	Satisfactory.

The headteacher does not give a clear lead for the educational direction of the school, although she has a considerable influence on the day-to-day care of pupils needing attention. She has not promoted attainment across the whole curriculum sufficiently. Members of staff have job descriptions but are not yet able to fulfil their responsibilities fully for their subjects or senior roles. The headteacher ensures that good procedures are in place for the professional development of the staff. The level of staffing is sufficient for the needs of the school. Accommodation is satisfactory, although considerable difficulties are caused by having a separate building for the oldest pupils. Noise from other classes frequently disturbs pupils' learning. The quality and range of resources is satisfactory overall. The headteacher has improved the School Development Plan well to focus on relevant priorities and improving standards but takes insufficient action to see matters through. All support staff promote pupils' learning well. The school is broadly successful in obtaining best value when making purchases and in managing the overall resources.

### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>There were not enough returns to show a clear view.</li> </ul>	<ul style="list-style-type: none"> <li>There were not enough returns to show a clear view.</li> </ul>

The evidence of the small number of returns to the questionnaire sent out to parents before the inspection indicates that parents have a positive view of the school. This is similar to the views expressed at the parents' meeting before the inspection. A few parents expressed concerns about behaviour and safety directly to the inspectors and these were noted. The inspectors consider that much behaviour is good, although a significant minority of pupils need very firm handling. The school environment as a whole is safe with a high level of care for the pupils but the condition of some parts of the outside grounds raises a concern for pupils' safety. The headteacher encourages an open door policy for parents to visit the school. Most parents are happy to come to see the headteacher on matters of concern.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. Standards in the national tests at the end of Key Stage 1 for summer 2000 were very low in reading, writing and mathematics in comparison with the national average. The percentage of pupils gaining the higher Level 3 was below average in writing but very low in reading and mathematics. The performance of boys has been similar to girls over the past four years. In comparison with schools in similar contexts, i.e. with over 60 per cent of pupils entitled to free school meals, performance in reading, writing and mathematics was well below average. Using Teachers' Assessment for science at Key Stage 1, pupils' attainment was very low in comparison with both the national average and the average for similar schools. There has been a slightly improving trend in standards at Key Stage 1 overall since the previous inspection but standards remain very low and show a decline from 1999 to 2000. The high proportion of pupils with English as an additional language and the level of pupil mobility are highly significant factors in the standards being reached.
2. Standards in the national tests at the end of Key Stage 2 of summer 2000 in English and mathematics were well below the national average and in science were very low. The percentage of pupils gaining Level 4 or above increased for each subject in 2000 compared with 1999. The percentage of pupils reaching the higher Level 5 also increased in English and mathematics but decreased in science, where the figures were well below the national average. The increase in the proportions of pupils gaining Level 5 is a significant improvement for the school, given the high turnover of pupils and the number of pupils with English as an additional language. In fact, the school's own analyses show that pupils who join the nursery or reception classes and continue to Year 6 achieve around the national average. Pupils who join the school in later years attain successively lower scores in the Key Stage 2 national tests. The trend in attainment over the past five years has followed an improving trend that is broadly in line with the national trend. In comparison with schools in similar contexts attainment in English and mathematics was below average in 2000, and well below in science.
3. Pupils' attainment on entry to the school in Year R is well below average. The good teaching and choice of tasks enable pupils to make steady progress to below average by the end of the Foundation Stage. The generally positive learning environment created by the staff encourages pupils to work and by Year 6 they achieve in line with what is expected in relation to their prior attainment in English, mathematics and science. However, standards remain below the national average. There are no significant variations in achievement among pupils from different ethnic groups or background. The requirements of pupils with special educational needs are identified early and accurately. They receive well-targeted support, which enables them to make satisfactory progress towards the targets on their Individual Education Plans. The school has up-to-date and accurate monitoring information about the attainment and progress of the pupils, showing, for example, how attainment relates to their time in the school. The school has not yet established clearly how to take action following the identification of the patterns of attainment, however.
4. Standards in English overall are well below average by the end of Key Stage 1 and below average by the end of Key Stage 2. Attainment in mathematics and science is below average by the end of both Key Stages 1 and 2. This is similar to the standards identified at the previous inspection, although standards have risen slightly during this time. The school sets carefully considered targets related to the ability profile of the pupils. These targets are reasonably challenging but are low in relation to national targets. The school has achieved the target set for summer 2000 in English of 42 per cent of pupils to gain Level 4 or above. Standards are rising as the National Literacy Strategy is making a positive contribution to pupils' learning, coupled with the arrangements for setting in some English lessons. The school has also achieved the target set for mathematics of 51 per cent of pupils to achieve Level 4 or above in the summer 2000 national tests. The National Numeracy Strategy is having a good effect on the approach to teaching and to standards.

5. The pupils' achievements in relation to their prior attainment are broadly satisfactory in English, mathematics and science, even though teaching is good overall. Since the pupils start from a very low base of attainment, readiness to learn and personal development, the quality of teaching is usually better than the pupils' progress and achievements. Many pupils make good progress in lessons but do not retain this learning.
6. The provision for children in the Foundation Stage continues to be a strength of the school, providing children with a good range of learning experiences. Most children make satisfactory progress in all areas of learning whilst in the reception class. By the time they are five their attainment is improved but is lower than that normally expected at this age. Personal and social education underpins all teaching for children in the Foundation Stage and attainment in this area meets the Early Learning Goals. Children make sound progress in their speaking and listening skills, though only a small number meet the Early Learning Goals when they are five. Reading skills are well below the national expectation, but the higher-attaining children are beginning to read and develop a range of strategies. In reception classes children develop a basic understanding of numbers and make sound progress in extending their knowledge and understanding of the world as they investigate what materials look, smell, taste and feel like. The teachers give good attention to the children's creative skills so that these are sound, stimulated by role-play areas such as the laundry. Provision for children's physical development is good so that they develop a good range of skills. They make models with construction kits and use pencils, paintbrushes and simple tools confidently.
7. Standards in English have improved marginally since the last inspection. Many factors have an adverse effect on the average attainment of pupils in English. With the exception of the higher attaining pupils, the majority lack confidence in speaking to the whole class and few activities are planned to improve their skills in speaking. The good teaching in Key Stage 1 and the teachers' competence in phonics help pupils to make sound progress in reading and spelling. Pupils of above average and average attainment read simple texts fluently and confidently. The successful implementation of the National Literacy Strategy has already helped to increase pupils' skills in phonics and the standard of reading in the school. Overall standards attained in writing are well below the levels expected for both key stages. At the end of Key Stage 1 only half of the pupils write with the expected punctuation and spelling. Although about a half of the pupils in Year 6 can write using correct grammar and punctuation, only the higher-attaining pupils write at length. Pupils write for a good range of purposes, although their handwriting is not always fluent and cursive.
8. In mathematics, by Year 2 most pupils read and count numbers to 100. Their numeracy skills are developing satisfactorily but their knowledge and understanding of shape, space and measures are underdeveloped. In Year 6, most pupils' numeracy skills, together with mental calculation and rapid recall, are satisfactory. Many pupils' skills in applying mathematics to practical situations are only just satisfactory. The school has implemented the National Numeracy Strategy successfully and the teachers' explanations and instructions are generally very clear. By age seven, in science the teachers' good choice of tasks helps pupils to develop the skills of practical observation and investigation: an experiment where pupils looked through a small hole into a black box gave pupils good experience of the absence of light. The experiments set up by the teachers provide helpful practical experience but the pupils are not given sufficient responsibility in making their own investigations.
9. Attainment in art, geography and physical education meets the national expectations by the end of both key stages. In design and technology and in music, attainment meets expectations by the end of Key Stage 1 but insufficient evidence was seen in Key Stage 2 to make a judgement. Attainment in history meets the expectation in Key Stage 2 but insufficient history was seen at Key Stage 1 to form a judgement. Standards in information and communication technology are below average at both key stages. Attainment in religious education is in line with the expectations of the Locally Agreed Syllabus at both key stages. Standards have been maintained in design and technology, physical education and religious education since the previous inspection; and remain below in information technology. Standards have improved in art and music at Key Stage 1; in geography at both key stages; and in history at Key Stage 2. Standards overall have improved since the last inspection.

10. By age seven, pupils produce work in art which suggests a satisfactory knowledge of colour and are beginning to experiment with colour to express their emotions. They completed Rangoli patterns, linked to their Hinduism studies, by using the traditionally bright colours. By the age of eleven, pupils develop their skills satisfactorily but over a restricted range of media. Pupils use a variety of resources in design and technology and develop their skills of cutting and joining the materials in different ways, for example in making a weather machine. A mixed class of Year 5 and 6 pupils made pictures of pressed flowers and the finished products were of good quality but design and technology is not on the current timetables for all classes at Key Stage 2. In geography, the pupils in Year 6 can follow maps on different scales and find places on an atlas using grid references. They have an understanding of different types of pollution in their environment.
11. In history, pupils in Year 6 identify similarities and differences between different periods and have a sound sense of chronology. Pupils use a range of sources to study the past and they understand the need to study history from different points of view. Overall, pupils do not have sufficient skills in or experience of using computers in school, especially at Key Stage 2. Many pupils in Key Stage 1 have sound knowledge of word-processing, using computers to enhance their skills in literacy and numeracy. In Key Stage 2, pupils mostly use the computers for word-processing. Pupils are introduced to musical ideas in a sensitive and listening atmosphere, created well by the teachers at Key Stage 1, that builds their understanding of the early ideas of musical notation. Pupils are gaining appropriate listening and performing skills.
12. In physical education at Key Stage 1 most pupils respond well to the stimulus of music in their dances, for example when Mars from the Planets by Holst was played. In Key Stage 2, many pupils combine movements well in their floor-work in gymnastics but do not transfer this successfully to their use of apparatus. In games, pupils co-operate well in their teams but in both key stages there is not enough evaluation by pupils of their performance. In religious education, in Years 5 and 6 pupils learn about the importance of meditation and peace in Islam. Pupils in Years 1 and 2 know that the festival of Eid is a special celebration and pupils in Years 3 and 4 know that different people celebrate with lights and candles in different ways.
13. The progress made by pupils with special needs against the targets on their Individual Education Plans is satisfactory. They receive well-targeted support from the teachers and assistants and provision overall is good. Pupils with speech and language difficulties have very good support so that they make steady progress and take a full part in lessons.

### **Pupils' attitudes, values and personal development**

14. Although the attitudes of many pupils to their work and school life are satisfactory, there are a significant number of pupils, particularly boys in Years 3 and 4, who have unsatisfactory work attitudes and poor behaviour. This directly affects the quality of learning of the pupils themselves and of other pupils in their classes.
15. The majority of pupils have positive attitudes to school and come with a willingness to learn. They are interested and attentive in their lessons and respond well to good teaching and when the work is interesting. For example, in a Year 1 and 2 literacy lesson the good teaching that focused on interesting text had a significant impact on learning. In many lessons pupils are keen to answer questions and contribute ideas. There are, however, a significant number of pupils across the school, and particularly in Years 3 and 4, who fail to meet the usual classroom expectations for listening attentively and responding to the teacher. In Years 3 and 4 many pupils are easily distracted and they disturb one another, ignore instructions and sometimes become restless and noisy, particularly where teaching is unsatisfactory. They do not put up their hands to answer a question, sometimes call out and talk over each other. These inappropriate attitudes slow down lessons and have an adverse effect on learning as teachers frequently have to remind pupils to pay attention.
16. The behaviour of pupils in lessons and around the school is unsatisfactory overall. Although many pupils behave well in lessons, throughout the school a significant number are unclear about the standards of behaviour expected and behave inappropriately. There are a significant number of pupils in Years 3 /4 whose behaviour in lessons is unsatisfactory and disruptive. This has a negative effect on the quality of life in the school and the learning that takes place. In classes where teaching is good and staff set clear expectations, the majority of pupils behave well and on

occasions very well. However in several lessons, particularly where classroom management is unsatisfactory, behaviour deteriorates, slowing down lessons and making it difficult for teachers to continue. The approach to dealing with the pupils' behaviour gives insufficient emphasis to procedures that reward good behaviour and apply sanctions consistently for unacceptable behaviour. Many pupils, particularly in Years 3 and 4, did not behave well during a wet lunchtime in the inspection week, running around the classrooms and bickering with each other. At lunchtime most pupils line up sensibly but a few do not so that kitchen staff have temporarily to stop serving. Harassment and aggressive behaviour occur at times. Pupils are not always friendly and polite to each other and a number of incidents of pupils harassing each other in lessons and around the school were observed. There are occasions, particularly in Years 3 and 4, where pupils show a lack of respect for both the class teacher and each other. There have been two fixed-term exclusions in the previous school year, an increase since the last inspection.

17. Relationships are satisfactory. Relationships between pupils and staff are generally good and this makes a positive contribution to pupils' interest and learning. Relationships between pupils are satisfactory overall. The use of class discussion times during personal and social education enables pupils to listen to and respect the contributions of others in a structured environment. Generally, however, there is insufficient awareness of other people's feelings and values and pupils were sometimes observed being unkind about each other. In some lessons, constructive relationships are formed between pupils and this contributes to their supporting each other in their learning. They co-operate well on joint activities, sometimes sharing equipment sensibly. For example, pupils in Years 1 and 2 shared the glitter pens in a religious education lessons.
18. Pupils of different ethnic backgrounds are thoroughly integrated and this is a positive feature of the school. There is no evidence of racial tension between the different groups of pupils. There are occasional incidents of racial abuse and name calling but these are dealt with quickly and consistently. During the inspection pupils played together in the playground in harmony and different groups worked together well in classrooms and, for example, in physical education.
19. Pupils' personal development is unsatisfactory overall. Many pupils lack a sense of personal responsibility and this is evident in their attitudes and behaviour. They have not developed sufficient confidence or self-esteem to take responsibility and show initiative in their own learning. Although teachers in some classes do offer pupils individual responsibilities, there is no consistent whole-school approach and, in particular, older pupils lack the opportunities to take on worthwhile responsibilities around the school. This limits their personal development considerably. A number of pupils take part in residential visits each year and this makes a useful contribution to personal skills.
20. Levels of attendance are well below the national average. This poor attendance has a significant effect on the learning of several pupils. Although there was a marginal improvement last year, levels have again deteriorated with the result that there has been no improvement since the last inspection. Many pupils have poor attendance and in several classes attendance is well below 90 per cent. There are no specifically identifiable factors contributing overall to the low attendance figures, although the school has a considerable number of pupils starting and leaving during the school year as families move into or leave the area. Unauthorised absences are well above the national average and have increased significantly since the previous inspection. Although the school has difficulties in obtaining reasons for absence from parents, the current procedures to monitor attendance and follow up absence lack the rigour necessary to improve the situation. Arrangements are in hand for the school to be in contact with parents on the first day of absence.
21. Poor punctuality is a major problem in the school and has not improved since the last inspection. High numbers of pupils are still arriving late in the morning, including a significant number who are frequently late. About one third of pupils in the school have been late at least once this term. The poor punctuality affects learning adversely since many pupils are not present for the start of lessons.

22. Pupils with special educational needs have positive attitudes to learning overall, helped by the good support they receive. They generally behave well and take part in lessons enthusiastically. However, sometimes they are distracted easily and lose concentration. The policy for integrating pupils from the speech and language impairment unit into mainstream classes is successfully implemented. This helps these pupils to form constructive relationships with each other and with pupils in mainstream classes.

## **HOW WELL ARE PUPILS TAUGHT?**

23. Teaching was satisfactory or better in 90 per cent of the lessons seen. It was good or better in 69 per cent and very good in 20 per cent. During this inspection, there was no unsatisfactory teaching at Key Stage 1 where teachers managed pupils well and kept them on task throughout the lesson. The teaching of children in the Foundation stage and in Key Stage 1 was at least satisfactory in all lessons and good or better in two thirds. At the beginning of Key Stage 2, the management of disruptive behaviour still remains an issue in two of the three classes. In Key Stage 2, the teaching was good or very good in over two thirds of lessons but there was some unsatisfactory teaching because of weaknesses in class management. The overall percentage of good or very good teaching has increased since the last inspection from 42 per cent to 69 per cent. Overall, the quality of teaching throughout the school has improved significantly since then, when it was unsatisfactory in 20 per cent of lessons, with serious weaknesses in some aspects of teaching across both key stages.
24. The quality of teaching by the special educational needs staff is good. Learning objectives are clearly identified in planning and are linked to pupils' Individual Education Plans. When pupils are withdrawn for specialist support, teachers use time effectively to teach and consolidate basic skills, particularly phonics. They praise pupils' efforts and maintain their interest in learning using a range of activities, including games. There is good liaison between class teachers and specialist staff in planning, teaching and assessment. Class teachers and specialist staff are aware of the targets in Individual Education Plans. This helps them to target support to meet the individual needs of pupils and they make appropriate progress as a result.
25. The school has given priority to implementing the literacy and numeracy strategies in order to raise standards. In the process the school has given careful consideration to the structure of the Literacy Hour and the teaching of phonics. This has had a positive impact on the quality of teaching in Key Stage 1, so that the teaching of literacy is good overall in Key Stage 1 and sound in Key Stage 2. The quality of teaching is very good at the end of Key Stage 2, particularly in shared reading, and in word and sentence work. In Key Stage 1 and in the first half of Key Stage 2 current arrangements for changing the pupils' reading books do not ensure consistent progress in reading. The teaching of numeracy is generally good. The well-structured introductory sessions are used effectively to check and extend what pupils know and understand, using a very good questioning style. Work introduced during the initial discussion is often applied well during the following activities. A very good feature is the quality of support provided by the support staff.
26. Teachers mainly have a good knowledge of their subjects and are using the principles of the literacy and numeracy strategies effectively in much of their teaching. They introduce technical vocabulary well and pupils enjoy learning precise terms, for example, talking confidently about first and second person or active or passive voice in English lessons in Years 5 and 6. Teaching in science is good overall, with a strong emphasis on practical work. The teaching of art, physical education and religious education is satisfactory overall, with teachers planning worthwhile tasks. Teachers' subject knowledge is shown to be good at Key Stage 1 and satisfactory overall at Key Stage 2, although this is less secure in religious education for example. The teaching of information and communication technology is inconsistent and there is insufficient direct teaching of the skills at present. The teaching of music is good at Key Stage 1.
27. Teachers ask questions well to assess pupils' understanding and, more rarely, to extend their thinking. They also use careful explanations to prepare pupils for their independent work. For example, in a Year 1 and 2 lesson on time the teacher explained the task and prepared them well for their independent work on clocks. Pupils' skills in mental mathematics are improving in the numeracy sessions and they are beginning to see that there are often several methods for carrying out calculations, using them appropriately in other subjects. Teachers generally are not sufficiently confident in the skills of information and communication technology to apply them



across the curriculum.

28. Teachers usually use national guidance to support their planning in the majority of subjects. Medium-term and short-term planning is good in the core subjects. Teachers in parallel classes develop their weekly plans together well and individual teachers then relate the outline plan closely to what their pupils can and cannot do. This is effective where the planning and preparation match the needs of pupils. Teachers are generally clear about what they want their pupils to learn and in most lessons these objectives are shared well with the pupils to help give purpose to the lessons. The good literacy and numeracy lessons are carefully structured, allowing time for pupils to consolidate and extend their learning, for example in a numeracy lesson in Year 5/6 on finding the perimeters of regular polygons. Good preparation of a lesson was seen in a science lesson in Years 1 and 2 where the teacher used very good resources to give children the idea of darkness.
29. Teachers generally give appropriate feedback and assess their pupils during the lesson or in plenary sessions. Good examples of this were seen in literacy lessons in Year 1 and 2 where all pupils used small white boards for spelling and phonic work and held them up for the teachers to check and give feedback. Most staff use effective strategies to improve and sustain the behaviour of pupils. This is helpful as so many pupils start with very limited personal and social skills. Teachers' behaviour management is a strength in the very good lessons, since pupils are more confident by knowing what is acceptable behaviour and they respond well to the praise used to reinforce good behaviour. Other adults working in classes take an active role in behaviour management and in the majority of lessons they are well integrated into the teaching. In lessons where teaching was unsatisfactory, and in a few others, the teacher lacked strategies for managing pupils' behaviour and engaging and keeping pupils' attention. The frequent interventions to correct behaviour slowed the pace of lessons and pupils made little progress.
30. Teachers make good use of the available support staff. The teacher supporting English as an additional language works mostly in classrooms giving learners at an early stage of English language development good access to the curriculum. The quality of teaching for English as an additional language is good. During the group work in a literacy lesson in Year 5 and 6, the teacher offered pupils plenty of opportunities for speaking and listening in a writing session that helped them make suitable progress. The work for a lesson on writing a biography using a story planner was well prepared, building on the teacher's assessment of their prior learning. All members of staff are committed to ensuring that all pupils take a full part in lessons. They work hard to form a good partnership with the local community, although efforts to address the factors that prevent pupils from learning are not always followed up consistently.

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

31. The curriculum is satisfactory overall and meets the statutory requirements of the National Curriculum and religious education, apart from in information and communication technology and in design and technology. All National Curriculum subjects and religious education are taught. Personal and social education is taught effectively through class discussion times. It provides good opportunities for pupils to develop their listening skills and work with each other co-operatively. However, as at the time of the last inspection, there is no scheme of work for personal, social and health education, and the school is waiting for national guidance. The governors meet their statutory obligation in relation to the curriculum, including the provision of sex education and drugs awareness education. At the time of the last inspection there was insufficient teaching of design and technology and of information and communication technology to meet the statutory requirements of the National Curriculum. Since then the school has made some progress in addressing this key issue. For example, more time has been allocated to the subjects, equipment has been bought and staff have been provided with some opportunities for training. However, the school recognises that it still does not meet statutory requirements for the subjects fully.

32. All subjects have schemes of work drawn from national guidance, although these have yet to be adapted to meet the specific needs of the school. The allocation of time to each subject is clearly stated and it takes into account the importance of literacy and numeracy, with a generous amount of time allocated to them. This squeezes time for the foundation subjects and there is not enough to teach all aspects of these subjects to sufficient depth. The curriculum is planned satisfactorily, including the day-to-day lesson planning. The school has implemented the National Strategies for Literacy and Numeracy successfully. This has increased the confidence of the staff to teach them effectively. Since all classes have mixed-age pupils, the school follows an appropriate two-year cycle of topics to ensure that pupils do not repeat work as they move up from one year to the next. There are flexible setting arrangements for English and mathematics in the Years 1 and 2 and Years 3 and 4 classes, based on a range of criteria. For example, pupils are sometimes set on the basis of attainment in the subjects, and at other times on the basis of age and attainment. There is currently no whole-school policy on setting.
33. All pupils, including those with special educational needs and English as an additional language, have equal access to a broad and balanced curriculum most of the time. The provision for special educational needs is good and fulfils the requirements of the code of practice. Pupils receive support both in the classroom and in withdrawal groups. Although specialist teaching in withdrawal groups is very focused and well targeted to meet the specific needs of pupils, sometimes when pupils are withdrawn from their normal lessons, they miss access to aspects of the National Curriculum.
34. The curriculum is enhanced by a satisfactory range of extra-curricular activities, including clubs for football, basketball, athletics and drama. There is also a choir, which is open to pupils from Year 3 upwards. The school also runs the Pyramid Club for selected pupils with low self-esteem. Contacts with the community make a satisfactory contribution to pupils' learning. The school invites local theatre groups to run workshops for pupils to raise their self-esteem. Pupils also benefit from visits by health visitors and nurses, who contribute to sex education. As part of the book week, a local author has visited the school and talked to the pupils. To enhance the religious education curriculum, pupils from both key stages have visited a Gurdwara and have had visits from the local vicar. There are appropriate opportunities for pupils to visit museums and residential trips.
35. Links with local schools are satisfactory. All co-ordinators, the headteacher and the deputy head have opportunities to meet their counterparts regularly from other schools. The school takes part in the local education authority's Parent Partnership Group and has established links with the local day nursery. Transfer arrangements with the local high schools are satisfactory and the school has sound links with them. There are good opportunities for pupils to participate in the authority's tournaments, for example, in football, basketball and athletics.
36. The overall provision for the spiritual, moral, social and cultural development of pupils is satisfactory. Provision for pupils' spiritual development is satisfactory. It is promoted mostly through the school's assemblies, although these do not always have time for reflection. Religious education lessons also help pupils to reflect on their own experiences and other people's lives and beliefs. The school is beginning to recognise the range of opportunities for spiritual development across the curriculum but there are insufficient planned opportunities to experience the awe and wonder of the natural and man-made world through their learning.
37. Provision for moral development is good. All staff promote a clear ethos of care and respect, helping pupils to distinguish right from wrong. Teachers place a clear emphasis on consideration towards others. They refer to classroom rules when necessary. The school sets clear expectations for pupils to help them understand the moral issues involved in making decisions.
38. The school makes satisfactory provision for pupils' social development. Pupils are often required to work together in pairs or in groups, and sometimes are expected to report back to the rest of the class in the plenary session. Older pupils have a few responsibilities around the school. However, there is no School Council where pupils may raise and discuss issues about school life and become familiar with the responsibilities of citizenship. The pupils are beginning to be involved in setting their own learning targets and have opportunities to reflect on their own progress.
39. Provision for pupils' cultural development is unsatisfactory overall. Pupils are helped to become aware of their own culture through geography, history, art, religious education and music, where

they consider and study life in other countries and cultures. In religious education they begin to look at world faiths and the impact they have on lives and culture. There are, however, few multi-cultural resources in school and there is little use of the rich mix of cultures in the school population. The good provision of specialist teachers and equipment helps all pupils to take part.

## **ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)**

40. Pupils learning English as an Additional Language have satisfactory access to the curriculum through a mixture of withdrawal and in-class support. There is a clear procedure for the identification of their linguistic and learning needs. A careful and well-informed distinction is made between the needs of pupils with EAL and those with special educational needs. The management and co-ordination of EAL support are effective.
41. Pupils with EAL are usually taught in mainstream lessons. Newly arrived beginners in English receive an induction for one lesson a week for a limited period. There is an induction programme for both key stages. The quality of EAL teaching is good. The teacher working under the Ethnic Minority and Travellers Grant (EMTAG) teaches EAL pupils the necessary vocabulary and adapts materials to meet their needs well. Half-termly targets are set for pupils and their progress is monitored. The teacher has good relationships with the pupils, which helps to develop their confidence. However, EAL teaching points are not always present in class teachers' planning and teaching.
42. Pupils with EAL have good attitudes to school and learning when supported by the EAL teacher; otherwise they are generally satisfactory, depending on the quality of teaching. These pupils are integrated well into the life of the school. The EAL teacher has established positive links with the parents, who often help with translation and interpretation.

## **SPEECH AND LANGUAGE UNIT**

43. A speech and language unit is based in the school to serve the needs of pupils with specific language needs across the local authority. The quality of teaching is good and all staff have a very good understanding of the children's learning needs. Their detailed knowledge is used to good effect in providing carefully chosen activities that are closely matched to the pupils' education plans. They use the good facilities of the unit's room well to give focused work, away from the noise interference and distractions of the pupils' usual classes. The teachers also support the full integration of the pupils into the normal classwork well through sensitive interventions and good co-operation with the class teachers. The unit's procedures and the timing of focused teaching or support are directed very effectively towards advancing the pupils' progress. The well-managed unit has a significant positive effect on the pupils' attainment and progress.
44. The unit's teachers assess and evaluate the pupils' achievements very closely. They are very knowledgeable about the children's backgrounds and learning and they make close observations that help in discussions and direct teaching. They analyse assessment information carefully and match the learning targets very well to the pupils' stages of learning. The unit co-operates closely with specialist outside agencies and, for example, the good work of the speech therapists is integral to the programme of support. A suitable range of resources is used for the specifically planned tasks.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

45. The school devotes considerable time to caring for pupils. There is an induction policy for pupils new to the country and new to the school to help them settle to school life. The headteacher and staff know the pupils well. Overall, however, the provision for pupils' welfare, health and safety is unsatisfactory and does not consistently support the needs of all pupils. Although the school has some procedures in place, they do not give clear guidance to staff or the consistent approach necessary to provide a safe and secure learning environment.
46. Good arrangements are in place for pupils with specific medical needs. The two welfare

assistants co-ordinate all areas of pupil welfare. They are readily available to deal with medical needs as well as day-to-day first aid for the many pupils who visit the 'comfort room'. The safety of pupils is a major concern due to the number of potential hazards in the playground areas. For example, the pond is not securely protected, playground surfaces are very uneven and climbing frames, some in poor condition, are not situated on safe surfaces. Supervision of pupils at break and lunchtimes is not satisfactory and on occasions some play areas are not supervised at all. This is partly due to the layout of the school site and partly due to insufficient staffing levels. There has been no improvement since the last inspection when parents expressed some concerns. The health of the pupils is of some concern to the inspection team. Proper attention has not been paid to the toilet facilities for both pupils and women on the staff. Unhygienic and unpleasant toilets, with poor washing facilities, and dirty outside drinking fountains pose potential risks to health and safety. Child protection procedures are satisfactory and suitable systems are in place to deal with situations that occur. Not all staff are aware that the headteacher is the nominated person for child protection. She attends regular training and there has been training for staff. All members of staff have a staff file which contains procedures for health and safety and child protection.

47. The measures to monitor and improve behaviour are unsatisfactory. There are no clearly stated expectations for pupils' behaviour, although the school does set clear expectations about the moral issues involved in making decisions.. The school lacks a consistent approach to behaviour management and this is a significant weakness, although pupil behaviour was identified in the previous development plan. There is no up-to-date behaviour policy with clearly defined limits to unacceptable behaviour. Staff have little guidance on strategies for promoting good behaviour and no clear framework of appropriate rewards or sanctions. This leads to inconsistencies in practice. Behaviour is not closely monitored and there are no standardised procedures to record and report incidents of inappropriate behaviour. Behaviour in the classroom is very dependent upon the competence of individual teachers, with the result that in several lessons considerable time is lost while staff control unacceptable behaviour. The few returns of the questionnaire to parents indicate satisfaction with standards of behaviour, although a few parents who met with inspectors during the inspection wanted to express their concerns that the school does not deal effectively with behaviour. A few incidents of bullying occur and these are dealt with but there are no clear systems to record, monitor or deal with the incidents.
48. Procedures for monitoring and improving attendance are unsatisfactory. Whilst the school does have some procedures to monitor attendance and follow up absence and lateness these are not sufficiently systematic and lack rigour. However, the main reason for absence is that the school does not find out that a pupil has left until the pupils' new school contacts them, and this results in high levels of unauthorised absence. The school has no routine systems to identify pupils with unsatisfactory patterns of absence. It depends very much on the regular visits of the education social worker to identify and follow up concerns. Absences are not immediately followed up, with the result that pupils are absent for many days without the school knowing the reason. Punctuality is not being sufficiently monitored by the school, with letters to parents setting out expectations for punctual attendance. No significant improvements have been made since the last inspection and this remains a weakness.
49. 49 Procedures for monitoring and supporting pupils' personal development are satisfactory. The school ethos is good overall and class teachers know their pupils well, but the school does not consistently support pupils' personal and social needs. There is, however, no formal standardised method for teachers to record or monitor pupils' personal development. A programme for personal and social education is in place and this is contributing to pupils' personal development. Pupils' achievements are recognised and rewarded in assemblies but this is not sufficiently effective in recognising and rewarding pupils' successes.
50. The school's formal procedures for assessing pupils' attainment and progress are good. This represents an improvement since the last inspection when the school lacked a consistent approach to assessment. Nursery teachers monitor children's progress towards the Early Learning Goals. Baseline assessment is undertaken for all eligible children in the early weeks of the reception class and leads to the identification of areas for further development. A re-evaluation takes place towards the end of the reception year so that progress can be evaluated. Pupils take the statutory National Curriculum tests and assessments at the ages of seven and eleven. Additionally, pupils take the optional National Curriculum testing materials for English and mathematics in Years 3, 4 and 5. Pupils are assessed annually by their teachers in reading, spelling and mathematics through the use of standardised tests. The school takes part in a new

initiative, Progression in Phonics, which provides ongoing records for guided reading.

51. The school's senior managers evaluate closely pupils' achievement in the National Curriculum statutory assessments. They consider the attainment of groups of pupils by gender, by the length of time the child has been in the school, by first language, by ethnic group, by eligibility for free school meals, by social needs and by special educational needs. These analyses, together with a fine audit of the statutory test question papers and pupils' performance, provide the school with a considerable amount of detailed information about pupils' individual attainment and progress. The school makes some good use of this information but does not yet use all the available data to ensure that work is set at a suitable level for each child, and to set appropriately precise targets for each child's progress. The annual reports to parents on their children's attainment over the year are very good, with helpful information on strengths and areas to improve. The teachers give considerable time to discussing the reports at parents' evenings and in addition frequently give basic help on social problems that families are facing.
52. The school's policy for assessment contains a brief statement of principles and a list of the assessments carried out. During the inspection it was clear that teachers assess pupils' knowledge, understanding and skills informally. However, these aspects are not regularly assessed systematically and recorded in every subject so that they provide a useful basis for planning future work. Assessment outcomes are often included in teachers detailed planning. The procedures for monitoring pupils' achievements in class are good, but teachers' use of these procedures is variable. More consistent practice which builds on the best practice in the school should be developed, so that pupils' progress is tracked and recorded in all curriculum areas throughout their time in the school. There was satisfactory progress in these matters in the years immediately following the last inspection report. The school has gained support and funding from a business partnership to create a Record of Achievement for pupils.
53. Support for pupils with English as an additional language (EAL), including newly arrived children with no English, is good. The teacher for EAL assesses pupils and identifies those needing specialist support with the result that they are making sound progress.
54. The arrangements for the assessment of pupils with special educational needs are good. All school assessments are used to identify them for specialist support and establish appropriate targets for them. Pupils' progress is regularly assessed and reviewed. Statutory reviews of the different stages of the code of practice are carried out as required. The quality of Individual Education Plans is good. They are well organised and contain targets which are specific, measurable and easily understandable by pupils. Alongside good provision for special educational needs, these targets help pupils to make sound progress.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

55. Very few parents attended the parents' meeting and a negligible number of questionnaires were returned. The view of the school represented by these parents was a positive one. The parents indicated that the school helped their children to learn, gave considerable attention to the care of the children and generally promoted good behaviour. However, during the inspection several parents wanted to express their concerns, most of which related to the amount of disruptive behaviour in lessons and around the school. These parents did not feel that the school has effective systems in place to control disruptive pupils and that the school's senior management should act more decisively. They also expressed concerns about the condition of and facilities in the outside play areas. The inspection team agrees that behaviour and the condition of the outside areas are matters of concern.
56. The partnership with parents is still not effective in ensuring that the school and parents work together closely for the education of the children. The school has taken many whole-school initiatives to actively encourage parents to work as partners in the education of their children with varying success. The school has recognised in its development plan that more needs to be done to develop an effective partnership with parents. On the few occasions when the school has organised meetings these have not been well attended, for example the Ealing Parent Partnership initiative. The current parents' coffee morning is being run by lunch-time assistants as they are keen to develop the relationship between parents and the school since few parents make a positive contribution towards school life and pupils' learning. A new parents' association has

recently begun with a few parents.

57. Although pupils sometimes take reading books home, only a few parents share reading with their children at home. The school tries to help those children whose parents do not read with them at home by using volunteer readers in school. The home/ school reading records are not being used consistently by either parents or teachers as a regular method of communication between the teacher and home. Since the last inspection the school has developed a homework policy, which outlines general guidance on homework expectations and is supported by individual class information sheets. Homework is usually set appropriately, although many pupils are failing to complete and return their homework.
58. Information provided by the school for parents is satisfactory overall but it does have some shortcomings. Regular newsletters keep parents informed about school matters, key dates and forthcoming events. The prospectus and separate nursery prospectus contain some useful information on school routines. The governors' annual report to parents presents the work of the school over the previous year but does not include all the information required. The school makes few translations of school documents into community languages and assistance is not routinely available for those parents attending meetings whose first language is not English. The school provides limited information to help parents to gain an understanding of the curriculum and of topics being covered in lessons. The school has held meetings with a curriculum focus, including meetings to explain the literacy and numeracy initiatives. The school has also been involved in the "Family Literacy" project. Individual teachers are responsible for providing parents with information on topic work and the curriculum. Consultation meetings are held each term and offer parents good opportunities to discuss progress or concerns, although not all parents take advantage of these opportunities. Annual end-of-year reports are very good. They inform parents about what their children know and can do and where they have weaknesses and they set targets for future learning.
59. The school is committed to involving all parents of pupils with special educational needs in the education of their children. Parents are informed about termly reviews and copies of the updated Individual Education Plans are sent to them. Parents are also involved in annual reviews.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

60. The school has made just sufficient progress since the last inspection to be taken out of the category of serious weaknesses identified then, although the specific leadership given by the headteacher is unsatisfactory. Teachers and all adults make the aims and values of the school explicit in many ways in the daily life of the school. The headteacher has a deep sense of responsibility for the care of the children and takes a close interest in their welfare so that relationships and the school's ethos are good. She is closely involved in several valuable school initiatives, for example on standards for school health, the West Ealing Forum and the appointment of a peripatetic Somali teacher, and in projects to enhance pupils' self esteem.
61. The staff as a whole form a strong group that works hard to provide a worthwhile education for the pupils. The individuals within the senior management team make significant contributions to identifying needs and supporting change and improvements, although they have not yet been able to establish effective corporate management through lack of clear leadership. All teachers make sure that the routines needed for an orderly school are followed. Nearly all teachers set clear expectations for behaviour and apply firm behaviour management in classes so that there is a good atmosphere for learning. The induction arrangements for staff were successful last year for the newly qualified teachers.

62. Since the last inspection the school has made satisfactory improvements in specific priority areas identified then but uneven progress in seeing matters through. The school is working towards the standards represented by the Quality Mark and Investors in People in line with Ealing's Education Development Plan, and these are helping to focus improvements. Examples of good progress include the implementation of the National Literacy and Numeracy Strategies. Through the support of the subject co-ordinators, the teaching of English, mathematics and science is good through the school, with several examples of very good teaching. The headteacher has good arrangements to observe teaching and she uses these to determine strengths and weaknesses. The lesson observations on literacy and numeracy are used to help further planning. The school has prepared a clear development plan with a good structure and priorities that were discussed and agreed by all staff and the governing body. However, several of the items for development have been identified for several years and the drive by the headteacher to implement them and see them through is lacking. Examples include forming a School Council, and setting up procedures to improve levels of attendance and punctuality. A report following a visit by HMI a year after the last full inspection stated that the school had made satisfactory progress in the key issues, including the statutory requirements for a daily act of collective worship and specific information in the governors' annual report to parents, but some of these have since slipped. The school has identified raising standards, improving pupils' attitudes, improving home - school - community links and attention to the physical environment amongst priorities for future development. These match issues identified by the inspectors.
63. The school is beginning to introduce assessment procedures to help collect data but procedures to evaluate its performance in teaching, standards and curriculum balance, for example, are underdeveloped. Regular and ongoing assessments in English, mathematics and science are used carefully to set targets for each pupil and an aggregated school target. These are appropriate and support the school's aim of raising standards. The headteacher has made very good analyses of the national test results to show how differing groups of pupils perform and to help in targeting teaching towards identified weaknesses. The school meets statutory requirements overall for the curriculum, including religious education and sex education. However, the provision for information and communication technology is not planned to be fully in place until the computer suite is established. Also, the current practice for design and technology does not meet statutory requirements since planning only provides for limited coverage. The school's usual good practice ensures that all pupils, including those with special educational needs, have equal access to the curriculum. The school keeps issues related to equality under constant review, for example passing material to the lead teacher for English as an additional language before being used in the school. The school usually provides daily assemblies. The governors do not ensure that all of these include an act of collective worship, with opportunities for pupils to pray or reflect on their beliefs and experiences.
64. The school makes broadly satisfactory arrangements for the subject co-ordinators to fulfil their responsibilities. They contribute to and monitor teachers' lesson planning and give a considerable amount of informal help. They monitor the quality of pupils' work informally but seldom make thorough surveys of pupils' work to check standards and subject coverage. They have insufficiently well-defined procedures to monitor standards and provision regularly. While the headteacher makes regular lesson observations of all teachers, this practice is not consistently followed by subject managers. Their job descriptions include the responsibility for ordering and checking resources for teaching and learning but funds are currently not made available and delegated by the headteacher. The result is that the quality of resources for some subjects is unsatisfactory. Overall, the development and monitoring roles of subject co-ordinators are not sufficiently established, particularly in the foundation subjects.
65. The governing body gives satisfactory oversight of the orderly functioning of the school. The chairwoman and several other governors make regular visits that are focused well to provide insights about the school's work. These visits are providing useful information about strengths and weaknesses, although they do not always lead to the formation of objective views, for example about the relative priorities for staffing and other school needs. The governing body monitors the school's finances carefully to ensure spending is appropriately targeted. Members of the governing body are beginning to use the principles of adding value in their decisions and to take on the role of asking searching questions but need to be more systematic in linking visits to agreed priorities.

66. There are sufficient well-qualified teachers to meet the needs of the pupils and the demands of the curriculum, and good provision for pupils with special educational needs and English as an additional language. The learning support staff are committed to helping the pupils and overall support within classrooms is satisfactory. There is good support for the Foundation Stage to meet the needs of children, including those who have English as an additional language. There is satisfactory deployment of the non-teaching staff in classes but the deployment of midday supervisors to cover large outside play areas is less than satisfactory. It is a deliberate policy to invest in staff and have a high adult to pupil ratio to support the many pupils with special needs and those for whom English is an additional language. In terms of pupils' inclusion in the curriculum and access to it, the policy is working, although the appropriate resources are not always available. The speech and language unit is an integral part of the school and members of staff have important positions as members of the senior management team and as subject co-ordinators. Staff and pupils are included in and integrated with the mainstream school wherever possible.
67. Accommodation is adequate. Class bays and communal areas are used well. They have attractive displays, based on current work, to enhance the learning environment but the closeness of bays to each other causes noise and distraction. This reduces effective promotion of pupils' learning, particularly of those with special needs and for whom English is an additional language, who require a quiet atmosphere. Older pupils are housed in temporary classrooms, which are in a poor state of repair and are away from the main building. This makes management and communication difficult. The separate nursery play area is small, the pond area is overgrown and playgrounds have uneven and worn surfaces and rotting furniture. The building is generally accessible from the outside for pupils, parents and staff who may have physical disabilities. The arrangements for washing hands in some of the pupils' toilets and the staff toilet are unsatisfactory.
68. The range, quality and quantity of learning resources, books and equipment are adequate in most areas of the curriculum except in science, design and technology and geography. The school and classroom libraries are adequately stocked. An information technology suite and the enhancement of the playground and other areas are under consideration as part of the building programme for next year. The quality of resources in English and mathematics has improved since the last inspection as a result of the introduction of literacy and numeracy strategies.
69. The funding under Ethnic Minority and Traveller Achievement Grant is used efficiently. The additional support staff make a good contribution to teaching and pupils' learning. The pupils supported under the grant make good progress. The special educational needs co-ordinator has a clear understanding of her responsibilities, which she carries out effectively. She is well supported by the headteacher and the nominated governor in her role. There is an appropriate policy and approach for special educational needs. The governing body meets its responsibility to report annually to parents on the school's policy on special educational needs. The funds for pupils with special educational needs are used well and the Individual Education Plans are carefully focused to identify where support should be directed. The good management of pupils with special educational needs ensures that they receive good support.
70. The school's financial planning takes account of immediate needs but is unsatisfactory overall in budgeting for appropriate educational priorities. The governors' finance committee sets a balanced budget based on identified priorities but these require review in the light of current needs. The governors have good oversight of the finances and budget through regular monitoring of budget statements. The teachers and support staff are deployed appropriately to classroom responsibilities. Money obtained through the standards fund is used effectively. The use of learning resources and accommodation is satisfactory. The financial control and school administration are good.
71. Pupils' attainment on entry to the school is well below average, overall, and the area that the school serves has below-average socio-economic circumstances. The expenditure per pupil is broadly average for a London Borough. Pupils leave the school at the end of Key Stage 2, aged 11 years, with below average attainment. Progress is satisfactory through the school. Pupils receive much good teaching through the school and their attitudes to work and school life are satisfactory. Taking account of all these factors, the school is judged to provide satisfactory value for money.



## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

72. In order to improve attainment and the quality of learning the governors, headteacher and staff should give attention to the following:

- raise standards in English, mathematics, science and information and communication technology by:
  - planning carefully to national guidance and establishing clear and measurable curricular targets following the school's analysis of test results;
  - ensuring that the planned curriculum for information and communication technology meets statutory requirements;
  - developing overall systems and procedures for assessment that ensure consistency in Teacher Assessment in order to inform lesson planning and raise standards;
  - developing clear strategies for supporting and accelerating pupils' progress. (paragraphs 1, 2, 3, 4, 52, 82, 85, 95, 96, 104, 124)
- improve the leadership and management of the headteacher, with the support of the senior management team and governing body, by:
  - setting out a clear vision for the development of the school; and ensuring that developments are implemented and seen through to completion;
  - ensuring that all routine procedures are fully in place and monitored by the governing body;
  - strengthening the role of the senior management team in the leadership and management of the school;
  - making a budget available to all subject co-ordinators, according to their job descriptions;
  - ensuring that all statutory requirements are met;
  - ensuring that all subjects are properly resourced for their schemes of work;
  - raising the expectations of the headteacher for standards and conditions in the school. (paragraphs 60, 61, 62, 63, 64, 65)
- improve the quality of provision in the foundation subjects by:
  - strengthening the role of the subject co-ordinators with an annual review and action plan linked to school improvement;
  - ensuring that all subjects conform to national guidance, including design and technology;
  - adapting the national guidance, which the school is in the process of implementing, to meet the specific needs of the school;
  - providing training for staff;
  - reviewing the balance of the timetables;
  - including the governors in an annual evaluation. (paragraphs 64, 63, 26, 29, 31, 32)
- improve the hygiene arrangements in the ladies' toilet and several pupils' toilets by:
  - remedying the concerns over the condition and safety of the external environment, with regular and systematic documentation and reports to the governors of the action taken. (paragraphs 46, 55, 67)
- improve the behaviour of the pupils by:
  - agreeing and implementing a behaviour policy that includes a system of positive reinforcement for good behaviour and applying sanctions consistently;
  - setting clear expectations of good behaviour, both in classrooms and in the playground, based on a high quality behaviour policy, with targets for pupils' personal development;
  - monitoring and recording all instances of unacceptable behaviour, and taking appropriate action;
  - making regular reports to the governing body. (paragraphs 14, 15, 16, 19, 47, 49, 65)

The school should continue to work towards improving attendance and punctuality and establish clear expectations and monitoring procedures. (paragraphs 20, 21, 48)

The school should take further positive steps in forming an effective partnership with parents.  
(paragraphs 56, 57, 58)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	61
Number of discussions with staff, governors, other adults and pupils	35

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	20	49	21	8	2	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)	25	263
Number of full-time pupils eligible for free school meals		159

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR– Y6
Number of pupils with Statements of Special Educational Needs	1	24
Number of pupils on the school's special educational needs register	13	89

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	149

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	67
Pupils who left the school other than at the usual time of leaving	58

### Attendance

#### Authorised absence

	%
School data	5.8
National comparative data	5.4

#### 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	21	8	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	14	11	21
Percentage of pupils at NC level 2 or above	School	48 (61)	38 (61)	72 (59)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	10	20	14
Percentage of pupils at NC level 2 or above	School	34 (54)	69 (68)	48 (61)
	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	19	14	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	10	11
	Girls	8	7	6
	Total	17	17	17
Percentage of pupils at NC level 4 or above	School	59 (51)	59 (37)	59 (46)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	11	9
	Girls	6	6	5
	Total	14	17	14
Percentage of pupils at NC level 4 or above	School	42 (49)	52 (49)	42 (51)
	National	70 (68)	72 (69)	80 (75)

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

The numbers of boys and girls in the tables for Key Stage 1 are left blank because there were fewer than 10 girls in the year group.

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	32
Black – African heritage	34
Black – other	14
Indian	17
Pakistani	17
Bangladeshi	1
Chinese	0
White	80
Any other minority ethnic group	24

*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	2	0
Other minority ethnic groups	0	0

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

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	12.2
Number of pupils per qualified teacher	21.6
Average class size	29.2

#### **Education support staff: YR – Y6**

Total number of education support staff	3
Total aggregate hours worked per week	

#### **Qualified teachers and support staff: nursery**

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

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

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

### **Financial information**

Financial year	1999/2000
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	£
Total income	878520
Total expenditure	861751
Expenditure per pupil	3192
Balance brought forward from previous year	3164
Balance carried forward to next year	19933

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out

250

Number of questionnaires returned

9

### **Summary of parents' and carers' responses**

There were only nine returns to the parents' questionnaire, so the information is not regarded as sufficiently representative and the above table is not completed. The pattern of responses for the returns sent in shows that those parents have a positive view of the school. They consider their children to like school, to be making good progress and are expected to work hard. Most of these parents would feel comfortable about approaching the school with a problem and think they are well informed about how their children are getting on. They think the teaching is good. Only one return indicated any disagreement.

### **Other issues raised by parents**

A few parents spoke directly to inspectors during the week and expressed their concern over matters related to behaviour and the safety of the site. The inspectors agree that there are some concerns over these issues, which have been commented upon in the report.

## **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**

73. As at the time of the last inspection report, the provision for children in the Foundation Stage in the nursery and the two reception classes is good and continues to be a strength of the school providing pupils with a good range of learning experiences. All children enter the nursery part-time and have either special educational needs or are learning English as an additional language. About half the children progress to the reception classes but some move to other places. Other children join the school and in this area of high mobility many of these have had no nursery experience. The attainment of the current pupils on entry to the reception class is below the national average for their age in language and literacy and in mathematical skills. This indicates that the majority of children have not achieved the nationally agreed Early Learning Goals for children under five. Most children make satisfactory progress in all areas of learning whilst in the reception class and by the time they are five their attainment has improved but is lower than that normally expected at this age.

#### **Personal and social development**

74. Children in the nursery are given every encouragement to develop social skills, personal relationships and independence in choosing activities. A good, welcoming atmosphere, fostered by the teacher and the bilingual nursery nurse, helps pupils from diverse backgrounds to settle well in the nursery. They are quickly integrated into the class and respond well to the routines of school life. They learn to relate well to each other, taking turns, sharing a wide range of activities and taking care of the equipment, materials and toys available to them. They show increasing levels of concentration, especially when supervised by adults, and talk confidently as they work. The quality of teaching is good and the importance of manners, sharing and caring is reinforced in day-to-day activities. Good organisation and management of discussion time help children to develop an awareness of others and to recognise each other's contribution. For example, all children joined in clapping hands and saying 'Thank you' to those who made dough and mixed paints for them all to use.
75. The skills developed in the nursery are built on in the reception classes. Pupils are attentive, interested and willing to answer questions. They work well on their own and in groups and generally behave well. Occasionally, when the session on the carpet is too long, a few become inattentive. Personal and social education underpins all teaching for children in the Foundation Stage and attainment in this area meets the Early Learning Goals. Most pupils make good progress in personal and social development. They quickly know and understand the routines of the class, are confident and, by the age of five, show self-respect and develop good relationships with other children and adults. They quickly develop an understanding of the differences between right and wrong and learn to care about those around them. They respond with enthusiasm and wonder when learning about the world in which they live.

#### **Language and Literacy**

76. Children make sound progress in their speaking and listening skills, although these are under-developed on entry, and only a small number of children meet the Early Learning Goals when they are five. Children were observed in the nursery talking on the telephone to each other and having simple conversations with adults. In one of the sessions observed, after carefully listening to the story of the 'Brown Bear', they retold the story in the correct sequence. Children know what a book cover is and some children open books correctly, looking at pictures and telling their own made-up stories.
77. Language and literacy skills are taught well and the quality of bilingual support is good in nursery and reception classes. The staff in these classes extend the children's vocabulary through good quality discussion and questioning, building on their previous learning and encouraging new and wider vocabularies to develop. The children listen attentively to their teacher and enjoy talking to visitors and explaining what they are doing. Most of the children listen to and respond to others using words or short phrases. Reading skills by the age of five are well below the Early Learning Goals for five-year-olds. More able children are beginning to read and develop a range of strategies

such as phonics to sound out words and build new ones. The majority of children can share and enjoy books, handle them carefully and understand that pictures and text convey meaning. When ready, they begin to read books from the reading scheme adopted by the school. Children practise their writing skills by following letters of their names with a finger, tracing them, writing them and typing them into the computer.

### **Mathematical Development**

78. The teaching of mathematics is good and most children make satisfactory progress, though overall attainment is below that expected at the end of the Foundation Stage. Every opportunity is taken in the nursery to develop children's understanding of number and mathematical concepts. For example, at the time of registration, they count how many are present in class by counting each child and the missing ones by looking at the teacher's raised fingers. In one class they counted 18 and with help named six who were missing. They measure and count ingredients for making dough and they sort and match different colours and shapes. In reception classes, they build on their mathematical learning and develop a basic understanding of numbers such as dates and days of the week. They can count from 0 to 20 aloud, silently and with eyes closed. Some children can write numbers up to 10 correctly and more than half of them can throw dice and count squares accurately.

### **Knowledge and understanding of the world**

79. Good teaching ensures that most children make sound progress in extending their knowledge and understanding of the world but, by the time they leave the reception class, their attainment is below average. Children learn to explore the world around them in a scientific way, for example investigating what materials look, smell, taste and feel like. Through teacher directed activities they learn about their senses and extend their scientific vocabulary. When cooking they learn that materials change when mixed together and heated. In the home corner, they make good use of the opportunities to use pots and pans, large and small spoons, and cups to measure and mix ingredients. Through play they experiment with sand and water, understanding that when water and sand are mixed the sand can be moulded into different shapes. Children use the keyboard and mouse to manipulate pictures on the computer screen or to practise writing skills. They confidently use the telephone to make calls to their parents. They are also beginning to understand that trees shed leaves in the winter and why.

### **Creative Development**

80. By the age of five, the children's creative skills are sound and this aspect is well taught with a good range of experiences. Children have opportunities to use different media and tools to explore colour, texture, shape and form. They produce a range of pictures and different shapes of Indian sweets using play dough. Role-play areas, such as the laundry and telephone areas, stimulate imagination and enhance language development well. They construct rail tracks and motorways to run their trains and cars at speed, build structures with bricks and 'Lego' and do jigsaw puzzles. They enjoy music and sing with enthusiasm, learning songs, singing in time and maintaining beats with clapping. They can start and stop singing at the command of the teacher or the nursery nurse.

### **Physical Development**

81. By the age of five the children's physical development is sound and this area is taught well. Children make models with construction kits with suitable skill. They use pencils, paintbrushes and simple tools confidently in activities such as cutting and joining different materials to make models and pictures. Good teaching ensures that the children use the school's physical education equipment with growing confidence, skill and awareness of space. Their skills of catching and controlling balls are good. The separate nursery outside play area is small and restricted and not in a good state of repair but children use and share pedal toys such as bicycles and scooters and large construction and climbing apparatus well. Pupils in both nursery and reception have opportunities to engage daily in challenging physical activities and they become quite aware of space around them and of their own abilities at tackling different physical challenges.

## **ENGLISH**



82. Standards in English have improved marginally since the last inspection. The school's results in the national tests in both key stages have remained well below the national average since 1997. The results for seven-year-olds in 2000 show that pupils achieved standards that were very low in comparison to all schools and well below average for pupils in similar schools. In 1999, the results were below average for pupils in similar schools for reading and well below for writing, with none reaching higher levels. Over the last four years the performance of pupils in reading and writing has been well below the national average, although the performance in reading was improving until a decline in 2000.
83. The results of the national tests in English in 2000 for eleven-year-olds show that the proportion of pupils reaching the expected Level 4 was well below the national average. About half of the pupils attained below the expected level for their age. In comparison with similar schools, attainment was below average. At Key Stage 2, the 1999 results were broadly in line with the average for similar schools. Test results from the last four years shows that the schools' results have largely remained well below the national average with a slow upward trend but with a decline in 2000. During the same period there has been a steady upward trend nationally.
84. Standards in both reading and writing have been weak at the end of both key stages. About a third of the pupils have special educational needs and about two fifths are learning English as an additional language (EAL). In addition, the school receives refugee pupils from different ethnic backgrounds at different stages of their education, many of whom are at early stages of acquiring English. All these factors have an adverse effect on the average attainment of pupils in English. The school's analysis of pupils' performance by length of time in school shows that pupils who joined the school in the nursery and reception have usually reached the average expected levels at the end of both key stages. This indicates that the school is having a positive impact on their attainment.
85. The evidence of inspection shows that the proportion of pupils achieving at nationally expected levels is well below average by the end of Year 2 and generally in Key Stage 1. The evidence from the most recent work of the pupils in Year 6 shows that the proportion of pupils working at nationally expected levels is below average.
86. Standards in speaking and listening are below average in Year 2. Given the fact that pupils enter the school with very limited skills in English, they make satisfactory progress in speaking and listening in Key Stage 1. With the exception of high-attaining pupils, the majority lack confidence in speaking to the whole class. In the lessons observed, there were insufficient planned activities such as drama and role-play to improve pupils' skills in speaking. As pupils progress through the school their standards in these skills remain unsatisfactory until they reach the end of Key Stage 2 where they make good progress and reach satisfactory standards. In a literacy lesson in Years 5 and 6, the pupils explained the distinctions between fact and opinion in a biography or an autobiography, demonstrating a clear understanding. Pupils discussed the issues with good explanations.
87. Standards in reading are below the expected level in Year 6 and well below in Year 2. In each of these year groups more than a third of the pupils have special educational needs and weak literacy skills. In Key Stage 1, the teachers' competence in the teaching of phonics linking with spelling helps pupils to make sound progress in reading and spelling. Above average and average-attaining pupils read simple texts fluently and confidently and use their knowledge of letter sounds to read unfamiliar words. They can tell titles and authors of the books they read but find it difficult to identify main characters, events and settings in stories. Lower-attaining pupils find it difficult to apply their knowledge of letter sounds in reading and cannot read without support. As pupils progress through the school, they learn to use a range of strategies to help them to decode text but do not always understand the meaning of what they read. As they grow older, above average and average-attaining pupils in Years 5 and 6 are able to read with reasonable fluency and accuracy but with limited expression. They are able to comment on the stories and characters they have read about and are reading with interest fiction and non-fiction books. Some of these pupils have a favourite author such as Roald Dahl and Terry Pratchett and they are able to say why they enjoy their books. Library skills are, at present, underdeveloped for Year 2, whereas the able pupils in Years 5 and 6 know how to find information from books. The successful implementation of the literacy strategy has already helped to increase pupils' skills in phonics and the standard of reading in the school but not all pupils take their reading books home

daily. There is a very wide range of attainment in all years.

88. Overall standards in writing are well below the levels expected in both key stages. Many younger pupils write simple words and their names correctly and copy teachers' writing with varying degrees of accuracy. Their formation of letters is nearly always correct. At the end of Key Stage 1 only about half of the pupils are able to write using simple words, phrases and sentences, and using capital letters and full stops. They learn to write for a good range of purposes: they write lists, instructions, letters and stories. Within the key stage, the pupils make satisfactory progress in writing through shared writing sessions. Pupils come from a low base in writing that is well below average at the end of Key Stage 1 and make satisfactory progress in writing as they move through Key Stage 2. However, their progress has not been rapid enough in two Years 3/4 classes to make an impact on their attainment at the end of Key Stage 2. Although about a half of the pupils in Year 6 can write using correct grammar and punctuation, only the higher attainers write at length. Across the key stage pupils learn to write for a range of purposes. They write autobiographies, biographies, stories, poetry, letters, newspaper articles and reports. Good examples of pupils' work include 'The Magic Purple Shoe' in Year 3/4, showing their imaginative and effective use of words. The majority make satisfactory progress in spelling but their handwriting is not always fluent and cursive. Pupils with special educational needs and those learning English as an additional language make progress commensurate with that of their peers in both key stages.
89. The pupils' achievements in relation to their prior attainment are broadly satisfactory in English, even though teaching is good overall. Since the pupils start from a very low base of attainment, readiness to learn and personal development, the quality of teaching is usually better than the pupils' progress and achievements. Many pupils make good progress in lessons but do not retain this learning.
90. The quality of teaching and learning is good in Key Stage 1 and satisfactory overall in Key Stage 2 but very good in Year 5/6 classes and in one of the Year 3 and 4 classes. There were a small number of unsatisfactory lessons in Year 3 /4 where the weak management of pupils and lessons led to unsatisfactory learning and progress.
91. Teachers generally have a good understanding of how to teach reading, writing and grammar. They put a strong emphasis on the understanding of what pupils read and hear in the lesson. In Year 5/6, where teaching was very good, the teacher used questions extremely well to find out pupils' understanding of words, phrases, sentences and content. In both key stages, the teachers plan each section of the Literacy Hour effectively so that the pupils learn to read whole texts, words and letter-sounds. They also present good models of reading, which help pupils to read aloud in shared reading sessions. In Key Stage 1, the teachers generally move pupils from one task to the next through good discipline and organisation, whereas weaknesses in controlling classes at the start of Key Stage 2 lead to a slow pace in lessons. Teachers are generally clear about what they want their pupils to learn and in most lessons these objectives are shared with the pupils at the start and revisited at the end. In a successful plenary session in Year 3/4, pupils created instructions for the teacher to make sandwiches using imperatives. The objective of the lesson was how to prepare instructions in a clearly organised way.
92. Pupils' behaviour and attitudes to learning are good in Year 1/ 2 where they co-operate with each other and with their teachers. When working with partners or listening to the plenary session of the Literacy Hour, pupils show respect for each other's views. Pupils' behaviour and attitudes overall at Key Stage 2 are satisfactory and the pupils' in Years 5 and 6 show positive attitudes and behaviour in response to very good teaching.
93. Since the last inspection, the school has improved its teaching of phonics, which is having an impact on pupils' progress and standards in spelling. Curriculum planning in English has improved through the successful implementation of the literacy strategy; this has a positive impact on the quality of teaching. Teaching has improved and is good in Key Stage 1, where there is no unsatisfactory teaching. The development of literacy across the curriculum is improving. Although the standards in literacy are generally low, the effort to develop literacy through subjects such as mathematics, science, history and geography is satisfactory. Pupils learn key words for these subjects in both key stages and develop necessary reading and writing skills for the subjects by the end of Key Stage 2. However, reading and writing skills specific to different subjects are not systematically taught across the school. Writing particularly remains an area of weakness. The

school's writing policy gives insufficient attention to rules for planning, drafting, reviewing and presentation. There is a general lack of support for pupils' writing through shared writing, modelling and the use of writing frames before they become independent writers. The monitoring of and target-setting for writing is undeveloped. There are also insufficient planned opportunities for speaking and listening in order to raise standards.

94. The management of English is satisfactory. The co-ordinator has observed all classes to see how the quality of teaching is improving. The co-ordinator has monitored the structure of the Literacy Hour and the teaching of phonics, which show a consistent approach.

## **MATHEMATICS**

95. In the summer 2000 national tests, standards reached by seven-year-olds were very low in comparison with the national average and those reached by 11-year-olds were well below the national average. When compared with similar schools, standards achieved by seven-year-olds were well below average and those achieved by 11-year-olds were below average. Although these standards are quite low, the trend over time shows a steady rise in standards in Key Stage 1 since 1997, and in Key Stage 2 since 1998. Overall, the improvement since the previous inspection in Key Stage 2 is better than in Key Stage 1, particularly in the case of the higher-attaining pupils.
96. Inspection evidence indicates that pupils in both Years 2 and 6 achieve standards which are below the national average, and similar to those at the time of the previous inspection. Standards are low in part because of the large number of pupils with special educational needs and the high rate of pupil mobility in the school. There is no significant difference in the attainment of girls and boys. Pupils with special educational needs and those learning English as an additional language are well supported and make satisfactory progress.
97. In Year 2, most pupils can read, write and count numbers to 100. They show a growing understanding of place value as they partition two-digit numbers into units and tens or provide missing numbers on an incomplete 10 times 10 square. Pupils' mental mathematics is developing satisfactorily, with most of them able to count on and back in 10s starting from different numbers. The lower attainers can count on in 2s to 20 and back from 20 to zero as a class. Most pupils know some of the properties of two-dimensional shapes. The higher and average attainers use measuring instruments accurately as they draw lines to the nearest centimetre or half centimetre. However, the knowledge and understanding of a significant number of pupils of all aspects of shape, space and measures are underdeveloped. Pupils are also less secure in solving 'real life' problems, for example involving money.
98. In Year 6, most pupils' numeracy skills, together with mental calculation and rapid recall, are satisfactory. They have a sound understanding of place value, which they use to multiply, divide, add and subtract numbers. They are generally accurate when they add and subtract numbers with three or four digits which sometimes involve decimals, although several pupils make slips. The higher-attaining pupils are beginning to understand how to multiply and divide numbers with decimals by single digit numbers. The numeracy skills of the lower-attaining pupils, who form a significant proportion of Year 6 pupils, are unsatisfactory. Pupils are beginning to apply their numeracy skills across the curriculum, in science, for example, when discussing mixtures and how to separate the various solids from liquid. In their current work on shape, space and measures, pupils show a sound understanding of calculating perimeters of regular polygons. Most pupils draw a wide range of two-dimensional shapes and describe their properties confidently. Overall, pupils are less secure in measures. Although some work on handling data was seen in pupils' previous work, overall this area of mathematics is underdeveloped. Many pupils' skills in applying mathematics to practical situations are just satisfactory.
99. Progress over time is satisfactory in both key stages and progress is frequently good in lessons. Pupils get good, regular practice in developing and consolidating their number skills. The daily mental sessions aid their thinking and recall of number facts well. In both key stages, the numeracy skills of pupils with special educational needs and those learning English as an additional language are developing satisfactorily, with good teaching provided by the support staff. The school recognises that pupils need more opportunities for some topics of the mathematics

curriculum. There is some good work on helping pupils to recognise mathematical patterns and applying previous knowledge. In the Year 5/6 classes pupils carried out an investigation to find the lengths and widths of a set of rectangles from their perimeters, applying previous knowledge well.

100. Pupils have positive attitudes to mathematics and they respond to lessons well. They usually listen attentively, although sometimes they are easily distracted. The great majority of pupils work sensibly as a whole class and individually. However, when they are given tasks to carry out independently, their pace of work sometimes slows down because the work given to them is not carefully matched to their prior learning. Pupils' behaviour is good overall. They are courteous and have good relationships with each other and adults.
101. The quality of teaching and learning is good overall. A significant amount of teaching and learning is very good and a small proportion is unsatisfactory. The examples of good and very good teaching are spread across the school. Although unsatisfactory teaching was observed in the Year 3/4 classes, in one Year 3/4 class teaching is very good. The stimulating, challenging and well structured introductory sessions of the very good teaching were used effectively to check and extend what pupils know and understand through very good questions. They prepared the pupils well for independent work. For example, in a Year 1 lesson where the lower- attaining pupils were learning to read the time to the hour, they were encouraged to take part in a range of practical activities. In another very good lesson for pupils in Year 3/4, work on identifying multiples of 5 and then counting on and back in 5s during the initial task was successfully related to pupils' understanding of reading the time to 5 minutes on a clock. This helped pupils to work at a good pace when they were given tasks to carry out independently. A very good feature of both these lessons was the quality of support provided by the support staff, who had opportunities to work with pupils effectively throughout the lesson. In a further very good lesson in a Year 5/6 class, the teacher carefully built on pupils' previous knowledge and understanding of calculating perimeters of rectangles. They successfully worked out the perimeter of an enlarged drawing of the capital letter "S", which was made of a number of rectangles of different sizes. In this class, the relationships between the teacher and pupils were particularly good, which contributed to very good interaction between them. Weaknesses in teaching mainly occur where work is not sufficiently matched to pupils' level of prior attainment, or the introductory part of the lesson is not used well to prepare pupils for independent work later in the lesson. In such lessons pupils' pace of work slows down, and in some cases they either get stuck or they start making mistakes in their work. In the one lesson in a Year 3/4 class where teaching was unsatisfactory, the teacher spent a considerable amount of time having to control pupils, and the lesson lacked pace and challenge.
102. The school has implemented the National Numeracy Strategy successfully and teachers plan for it well. The three-part lesson structure is firmly established and planning is good. Teachers' explanations and instructions are generally very clear and they make good use of questions to engage pupils in learning. Pupils' work is marked regularly and much marking includes helpful comments that explain how pupils might improve. Teachers have a secure knowledge of the subject and, in most classes, they manage pupils well so that they are focused and learn productively.
103. The curriculum is broad and balanced. National guidance and the schemes of work support teachers in carrying out planning which provides a clear structure for continuity and progression. Assessment is sound. The range and quality of resources are adequate across both key stages, and they are used well. The co-ordinator provides satisfactory leadership in the development of the subject. She has monitored teaching in the past and organised training for staff. She has also analysed results of the national statutory and optional tests and identified areas which need to be targeted in each year.

## SCIENCE

104. Attainment in science at the end of both key stages is below average, maintaining the position of the previous inspection. Attainment in science in the teacher-assessed national tests of summer 2000 at Key Stage 1 was very low in comparison with national averages. Compared with similar schools, attainment was very low for the percentage reaching Level 2 or above and below average for the proportion of pupils gaining Level 3. The school has made satisfactory improvements since the previous inspection in the teaching and learning of science, although a few unsatisfactory features remain.
105. By the age of seven, the teachers' good choice of tasks helps pupils to have mostly good experiences of practical observation and investigation. A very well chosen experiment where pupils looked through a small hole into a black box gave pupils good experience of the absence of light. The surprise and delight reinforced their understanding that light is needed to see things. The teacher added an excellent dimension of wonder to the pupils' experience. Most pupils need help in confirming their observations and in analysing how these observations lead them to form conclusions. Pupils looked for sources of light during a walk in the neighbourhood and recalled a variety of sources of bright and dim lights. The teacher's good demonstration of electronic equipment that needed light led to most pupils recognising and understanding why bright or dim lights were used. Previous work shows that pupils have studied parts of the body and can identify the food tube. They know many sources of food and have an early understanding of a healthy diet to meet the body's needs. Pupils know several materials and what some of these are used for, such as wood and metal. They are beginning to understand how properties of materials may be useful in making things.
106. Improvements in national test results in science at Key Stage 2 over the last four years have been broadly in line with the national upward trend. By Year 4 pupils have an early understanding that some solids dissolve in water. Several pupils use the terms 'soluble' and 'sediment' correctly, although their understanding of what has happened is at an early stage. The experiments set up by the teachers provide helpful practical experience but the pupils are not given sufficient responsibility in making their own investigations: experiments are too controlled by the teachers and the pupils' own investigational skills are below average. By the age of eleven pupils quickly become engaged in their tasks, co-operate well and sustain concentration to try and complete them. The teacher's good questioning prompts the pupils to think and reason, although their understanding is below national expectations. Most pupils see the need for fair testing conditions, and to be able to repeat and cross check their results. The teacher's good method of bringing pupils together for a quick discussion about progress helps to confirm pupils' understanding. The quality of pupils' learning is better than their ability to present their work to the class, and this is better than their written work. A few pupils give sensible reasons for their findings and are beginning to understand the importance of being organised and careful during experiments. A few pupils make sensible suggestions about how to separate substances. Previous work shows that pupils attain below average across the science curriculum. Pupils study such topics as forces and chemical changes but their recorded work does not show sufficient emphasis on teaching basic investigational skills.
107. The quality of teaching and of learning is good at both key stages. There are examples of good teaching in all year groups and, as a result, pupils have mostly good learning experiences, although most experimental work is firmly directed by the teachers. At the end of Key Stage 2, while good investigational work is provided, insufficient emphasis is given to pupils taking the initiative to set up their own controlled experiments. Strengths in teaching include clear explanations of scientific concepts, positive relationships with pupils that encourage them to try hard, good presentations which hold pupils' interest, and ongoing observations and assessment to check on pupils' understanding.
108. In all the classes observed, teachers managed the pupils very well and provided good presentations that captured pupils' imaginations. Teachers generally make their expectations clear for behaviour and attitudes and pupils respond accordingly. Teachers' expectations of the standard of presentation of work are variable. In Key Stage 1 there is often a reliance on worksheets when pupils could give their own accounts of the work and practise their writing skills. Good opportunities arise for pupils to apply their numerical skills.

109. The science curriculum is broad and balanced and meets the requirements of the National Curriculum. The work on investigative science is becoming focused and supports pupils' learning. The school is aware that currently insufficient use is made by pupils of information and communication technology in the recording and analysing of results. The subject is managed appropriately by the co-ordinator and is identified for development in next year's development plan. The co-ordinator gives good support to members of staff who need help.
110. A new policy is being written with a scheme of work that draws on national guidance. Resources are not sufficient for the needs of full classes doing practical work. The subject makes a positive contribution to pupils' social skills when they work together on projects and learn to share equipment.

## **ART**

111. Pupils attain the standards expected for their ages in art at both key stages overall. They achieve appropriately in relation to their prior attainment, including those pupils with special educational needs. This is similar to the standards seen at the last inspection. During the inspection no lessons were observed at Key Stage 1 and few at Key Stage 2. In addition to the Key Stage 2 lessons observed, judgements were made on the basis of discussions with pupils and staff and observation of work on display in classrooms and around the school. Although the standards are broadly in line with those expected, there are some gaps in pupils' knowledge and understanding.
112. By the age of seven, pupils learn a satisfactory range of techniques. They produce work which suggests a satisfactory knowledge of colour, though their understanding of texture is less well developed. Their art-work supports work in other subjects. For example, their use of colour reinforces their knowledge of shapes and Venn diagrams in mathematics. They are beginning to experiment with colour to express their emotions. They use colour to support work in science by drawing pictures of healthy food and of light sources. They drew coloured pictures of themselves, using poetic licence, for example to represent the colour of their hair. They completed Rangoli patterns, linked to their study of Hinduism, by using the traditionally bright colours.
113. By the age of eleven, pupils develop their skills over a restricted range of media. In Years 3 and 4 pupils studied pictures of faces drawn by Picasso then drew their faces in Picasso's style. They studied the use of light and created a collage using pictures of children where the light source highlights the object. In Years 5 and 6, they used rain as a stimulus to think about their feelings and attitudes. Pupils drew and coloured pictures and supported the pictures with word-processed comments about their feelings. They investigated the use of primary colours and the results of combining those colours, presenting this investigation effectively as a segmented leaf.
114. The quality of teaching is satisfactory at both key stages. In individual lessons at Key Stage 2 good quality teaching was seen during the inspection. Teachers appealed to pupils' imagination well to generate ideas, and they used the available time productively to ensure that pupils' time was focused well on the tasks. Frequent good practice was to end the lesson with a review of what the pupils have learnt to consolidate their understanding. A good example of this was in a mixed class of Year 5 and 6 pupils who were studying a spiral element in the work of Matisse. The teacher discussed the meaning of 'spiral' and asked the class to close their eyes and imagine a snail's back. Encouraged by the teacher they used a small piece of card in whatever way each individual found most useful to create a template and make a spiral on paper, which they subsequently cut out. The teacher's encouragement to use their initiative and take responsibility for their decisions resulted in a good range of differently sized and shaped spirals. Very effective use of a short recap session at the end of the lesson gave opportunities to discuss the problems encountered in the design and making stages and the strategies used to overcome these difficulties. This very effective teaching resulted in high quality learning.
115. Provision for the subject is satisfactory. The subject is satisfactorily co-ordinated. Teachers in each key stage plan their work together and this planning ensures that the work in different classes is geared to similar learning. The pupils' work is valued: teachers use it to create eye-catching displays round the school. During the inspection the hall was made attractive by a number of displays. Children from the reception classes had made very effective copies of Edward Munch's 'Snow Falling in the Lane'. A mixed Year 3 and 4 class had created a visually appealing picture of black symmetrical shapes representing houses, trees and snowmen on a white

background. Pupils would benefit from a wider range of opportunities: little evidence of 3D work or texture-based work was seen during the inspection. Teaching and learning are not yet effectively monitored. The whole-school scheme of work needs to include clear steps in the progression of pupils' learning and, in particular, the use of information and communication technology does not adequately support learning in art and design.

## **DESIGN AND TECHNOLOGY**

116. Standards at Key Stage 1 are similar to those reached by seven-year-olds in other schools. Pupils' achievement in relation to their prior attainment at Key Stage 1 is satisfactory, including that of pupils with special educational needs. This is similar to the findings at the last inspection. No lessons at Key Stage 2 were observed during the inspection. Design and technology work is linked to topic work in other subjects at Key Stage 1. For example, when pupils study instructional language in literacy lessons about how to make a puppet, they carry out the instructions effectively in their design and technology lessons and make a puppet. They use a variety of resources with satisfactory skill: paper plates, egg cartons, felt and strips of coloured paper. They develop their skills appropriately of cutting and joining the materials in different ways, and of decorating the finished item, indicating a satisfactory teaching approach. They have also designed sandals, which they made from card and paper, decorating the finished article attractively by using tissue paper or designing a pattern on the sole of the sandal.
117. No lessons were observed at Key Stage 2 and very little evidence of pupils' achievements or pupils' work was available for scrutiny during the inspection. A mixed class of Year 3 and 4 pupils used everyday and recyclable materials to make a weather machine. This machine was used to support their weather work in geography. A mixed class of Year 5 and 6 pupils made pictures of pressed flowers, pressing the leaves and flowers to drain out the water and then mounting them in card mounts which they made and decorated. The finished products were of good quality. However, design and technology does not appear on the current timetables for all classes at Key Stage 2. It is not possible, therefore, to make judgements about the standard of pupils' work or the quality of teaching. At the last inspection standards were judged to be below the level expected of pupils at the end of Key Stage 2. No overall evidence was seen during the inspection to suggest that standards have improved since that time.
118. Provision for design and technology is unsatisfactory. However, what is done is co-ordinated satisfactorily. In order to improve standards, several initiatives should be taken. The subject policy is out of date and requires review. A whole-school planned scheme of work which satisfactorily incorporates progression in learning and planned development of skills has yet to be adopted so that pupils' experiences in the subject reflect fully the National Curriculum Programme of Study. Currently the subject does not meet requirements and the management of the subject is not focused strongly on raising standards. Pupils' work is not assessed in the same way by all staff with recorded assessment information by all teachers to help to plan the pupils' next stages in learning. There are insufficient resources for the subject and they are not budgeted for in a planned way. The use of information and communication technology does not yet support the work in this subject. The school should ensure that the kiln is in good working order to provide for the appropriate use of this valuable resource.

## **GEOGRAPHY**

119. Only three lessons in geography were observed during the inspection and there was very little recorded work available at the end of both key stages. As geography is taught in blocked time no geography was taking place in Years 5 and 6. Judgements on standards and progress in geography are based on an analysis of pupils' work, a scrutiny of teachers' plans and discussions with pupils and the curriculum co-ordinator. There is insufficient evidence of work on which to base sound judgements about the quality of teaching in Key Stage 2.

120. Standards in geography were below average at both key stages during the last inspection. Since then they have improved to average at the end of both key stages. In Key Stage 2 the previous weaknesses in mapping skills and pupils' insecure knowledge and understanding of rivers and environmental change were resolved by Year 6. The pupils have developed map-reading skills and have made an in-depth study of rivers. The pupils in Year 6 can follow maps on different scales and find places in an atlas using grid references. They have an understanding of different types of pollution in their environment and know how things can be improved. The pupils in Year 2 have a satisfactory knowledge of their local places. They know the attractive and unattractive features in their locality and can give their opinions on how to improve it. The pupils in Year 1 and 2 draw posters to show how to keep their area litter free. They also walk around the school and down the street and record what they have seen. They are beginning to use simple geographical terms such as street, road and post-boxes. They can find their way round the school and follow directions and routes. Pupils are also aware of their locality and beyond. Their progress in mapping skills is satisfactory.
121. In Key Stage 1, teaching is satisfactory with a clear emphasis on fieldwork. Teaching encourages pupils to work from their knowledge and experiences of the world and to extend beyond. Pupils learn about real places by looking at their local area. Teaching also helps them to develop skills of enquiry through asking appropriate questions in interviews with people about their jobs. In a lesson in Year 1 and 2, pupils interviewed the school's welfare assistant about her work. They showed interest and enthusiasm in this activity more than talking about different jobs people do in the school. Despite these strengths, teaching and learning are only satisfactory in this key stage as pupils require a lot of supervision from adults and do not work at a faster pace.
122. In Key Stage 2, only one lesson was seen where teaching was very good. Pupils worked with interest and enthusiasm to choose three things to take for survival when going on the slopes of the Scottish mountains. Clear exposition and good management of pupils helped them to work well and make good progress. However, this type of progress is not sustained within the key stage as geography is neither taught systematically nor taught often enough. Pupils do not build and extend their knowledge and skills in the subject adequately and do not retain what they learn in lessons.
123. It is evident from teachers' plans and the curriculum planning that the coverage of geography is adequate over the year. The co-ordinator has been in the post since last September. There is a policy, which needs updating. The school follows national guidance for schemes of work but the available resources are not adequate to deliver the units included in the schemes. Teachers often have to provide their own resources to teach the subject.

## **HISTORY**

124. Owing to the school's cycle of topics, it was possible to see only one lesson in history, in a Year 5/6 class. Analysis of pupils' previous work, school documentation and discussions with the co-ordinator for history and some Year 6 pupils provided further evidence. The available evidence indicates that a programme of teaching history is in place, with pupils having access to its study across the school.
125. Overall, there is insufficient evidence to make a firm judgement on standards at the end of Key Stage 1. However, there is enough evidence to indicate that attainment of eleven-year-olds is in line with that expected for their age and that progress by the end of Key Stage 2 is satisfactory. This represents good improvement since the last inspection, when pupils' attainment by the ages of seven and eleven was below the standard expected nationally.
126. Pupils in Year 6 demonstrate sound knowledge and understanding of the topics they have studied, for example, the Victorians and Britain since 1930. They give reasons for, and the effects of, the main events studied, for example as they talk about World War 2. They can identify similarities and differences between different periods. Pupils use technical terms in history and they have a sound sense of chronology. They make use of dates in their work and are able to remember some of them, for example the dates when World War 2 started and ended. Pupils use a range of sources to study the past, such as encyclopaedias, museums, and information and communications technology, and they understand the need to study history from different points of view. Most pupils express their learning through well-structured writing.



127. Pupils have good attitudes to history. With only one lesson seen, there is insufficient evidence to make a judgement on the quality of teaching and learning across the school. However, the quality of teaching and learning in the one lesson seen was good.
128. There is a new co-ordinator for history, whose role is still developing. She mainly supports teachers informally when they ask for advice on resources. She also looks at their planning but has not yet carried out any monitoring of teaching. Resources are adequate but the co-ordinator recognises the need to increase the number of big pictures and big books. Since the school is organised in mixed-age classes, duplication of coverage is avoided by following a two-year cycle of topics. The curriculum is satisfactory overall but more time needs to be allocated to history in the light of Curriculum 2000. The school recognises this weakness. The arrangements for assessment are unsatisfactory.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

129. Although better in Key Stage 1 than Key Stage 2, standards of attainment in information and communication technology (ICT) are below those expected nationally. There has been no significant improvement since the last inspection, which was critical of the equipment available, but the school now has eight up-to-date computers and each class has one. These have been available in Key Stage 1 for a year but only since September in Key Stage 2. Older equipment has been retained and some of it is being used well with younger pupils. Other computers have been given to the school but need upgrading. The mix of equipment gives rise to technical problems that confirm the lack of confidence in their use by some staff. There are, however, extenuating circumstances since plans for new buildings and a computer suite have delayed the development of ICT. The school intends to produce detailed plans for the development of ICT for the time when the new buildings become available. However, despite the promise of improvements in the future the provision for ICT is unsatisfactory for the pupils currently in the school.
130. Overall, pupils do not have sufficient skills or experience of using computers in school, especially at Key Stage 2. Many pupils in Key Stage 1 have sound knowledge of word-processing and use computers for art and music and to enhance their skills in literacy and numeracy. In Key Stage 2, pupils mostly use the computers for word-processing and there are good examples of this being used for writing in history and the use of different fonts, layouts and colours in one class but not in the parallel class.
131. The requirements of the National Curriculum are not covered. Pupils in Key Stage 2 have only very recently begun to use computers for access to reference material, such as encyclopaedias, and have no experience of the use of computers for modelling and control, or for e-mail.
132. Teaching is inconsistent. There is some good direct teaching of skills in Key Stage 1 despite the limitations of one computer and a small screen. In other classes, there is very little use of computers and the teacher's role is limited to assigning pupils to the computer with little or no intervention to teach new skills and set challenges to help them learn and make progress. There is little systematic assessment of pupils' progress, although there is some good practice. For example, a computer record book is provided in one class, in which pupils record what they have done and the teacher comments on their achievements.
133. The co-ordinator is acutely aware of the current shortcomings and the need to improve standards and cover the National Curriculum. Planned improvements include a training course and training in the use of newly acquired equipment for modelling and control.

## **MUSIC**

134. Pupils in Key Stage 1 attain the standards expected for their age in music. It was not possible to form a full judgement at Key Stage 2 since no lessons took place during the inspection. Pupils at Key Stage 1 achieve appropriately in relation to their prior attainment, including those with special educational needs. This shows a good improvement in standards since the last inspection. In addition to the lessons observed, judgements were made on the basis of discussions with staff and observation of assemblies.
135. In Key Stage 1 pupils experience singing and instrumental work, with a little composing and listening. Music also supports other learning, for example when pupils learn counting songs. Singing at Key Stage 1 is satisfactory, with a sense of enjoyment and clear rhythm. Pupils sing satisfactorily in assembly. In Key Stage 2 the timetables indicate that little time is given to music and that the subject occurs irregularly. Pupils sing regularly in assembly and in a school choir.
136. Pupils are introduced to musical ideas in a sensitive and listening atmosphere created well by the teachers at Key Stage 1. In one lesson the teacher focused on long and short sounds, ensuring that all pupils listened and played the chosen instruments. The pupils played with careful control, recognising the differences in the sounds produced. The teacher's excellent control of the pupils sustained their attention with very good behaviour and ensured they all listened and learnt about the sounds. The pupils understand the early ideas of musical notation, playing long or short notes correctly in response to the teacher's simple symbols. In another lesson the pupils' listening and appraising skills were developed appropriately as the teacher played a guitar accompaniment to the story of Little Red Riding Hood. The pupils related the style to the parts of the story, although their actions and singing were not very confident. Overall, pupils are gaining appropriate listening and performing skills and have worthwhile learning experiences in lessons, although there is little evidence of the progressive development of skills.
137. In classroom work the lessons provide worthwhile experiences and there is some very good teaching, as in Year 2 where the teaching is confident and explanations and expectations are clear. The teachers' lesson planning is clear and class organisation is good so that pupils are enabled to take part well. The teachers' methods encourage the pupils to take part actively and focus on suitable skills. The teachers use very good behaviour strategies and relationships are very good so that pupils are actively engaged in lessons and are expected to listen to others. Pupils take a good interest in the activities and participate well, working hard to improve their control of how to produce sounds. The teachers assess pupils through observations of how they perform and in one class particularly this was sensitive and encouraging, where praise was given to help pupils improve how they produced sounds. There is no whole-school system for recording pupils' musical skills at present.
138. The co-ordinator for music provides suitable support and direction for the subject. There is a policy and scheme, although these require updating. The co-ordinator has few opportunities to monitor the quality of work taking place and her support is mostly informal. The resources are just adequate and the co-ordinator does not have a planned budget to manage improvements. There is very little instrumental tuition and there is a limited range of extra-curricular activities. Overall, there is great potential in music but currently there is an under-emphasis on the benefits of the subject.

## **PHYSICAL EDUCATION**

139. Standards of attainment are in line with national expectations at the end of both key stages, as they were at the time of the last inspection. In Key Stage 1, most pupils respond well to the stimulus of music in their dances, changing the speed and direction of their movements appropriately in response to the sound, pace and intensity of the music, for example when Mars from 'The Planets' by Holst was played. Many pupils combined two or more different moves into their dances, some drawing on their previous experience of work in gymnastics. Pupils with special educational needs and those for whom English is an additional language almost all take a full part in lessons. In Key Stage 2, many pupils combine movements well in their floor-work in gymnastics but do not transfer this successfully to their use of apparatus. In games, pupils co-operate well in teams and compete enthusiastically against others. Most pupils work hard at practising their skills of catching and throwing and apply them well to fielding in cricket. In both

key stages there is not enough evaluation by pupils of their performance and too few suggestions by them for improvements.

140. Overall, teaching is sound. Pupils normally respond well to the demands made upon them, behave well and work hard in lessons that move along at a brisk pace. Lessons are usually planned satisfactorily and resources well organised and used. However, unsatisfactory management results in poor use of apparatus in the hall. Pupils in Years 3 and 4 learn to swim and the school runs school trips for pupils in Years 3, 4, 5 and 6.
141. The co-ordinator is very well organised and informed about physical education in the school and has an appropriate action plan for improvement and raising standards. He has successfully gained additional indoor equipment for the school through the "Top Play Project" and has involved three colleagues. He runs football and basketball clubs and the school football team, which plays matches with other schools.

## **RELIGIOUS EDUCATION**

142. Attainment in religious education is in line with the expectations of the Locally Agreed Syllabus at the end of both key stages and has been maintained at that level since the last inspection in 1997.
143. In Key Stage 2, pupils in Years 5 and 6 learn about the importance of meditation and peace in Islam, the meaning behind the Islamic style of writing and the drawing and representation of patterns. The teacher provided good opportunities for Muslim pupils in one class to share their view of their faith with the rest of the class after watching a video. Pupils in Years 1 and 2 know that the festival of Eid is a special celebration as it marks the end of Ramadan, the month of daytime fasting. They know that it is a Muslim festival and they colour Islamic patterns to make Eid cards for the celebration of the festival.
144. Pupils make satisfactory progress in relation to their prior learning in both key stages. Pupils in Years 3 and 4 know that different people celebrate with lights and candles in different ways and learn about the importance of Diwali. After listening to the story of Rama and the Demon King, they identified the key events in the story by sequencing pictures, thereby making a suitable link with literacy.
145. Pupils respond to religious education generally with interest. They share with each other their own experiences and learn from each other. Occasionally they waste time in settling down before they do productive work.
146. The quality of teaching is mainly satisfactory, particularly where there is good lesson planning. In most classes, teachers question effectively to help pupils recall facts from the current or previous lesson. Sometimes teachers are insecure in their knowledge of the subject, particularly of world religions other than Christianity, but they make good use of pupils of different religions in their classes to draw out the religious significance of pictures, artefacts and stories. This helps to deepen pupils' understanding of religion and culture.
147. The religious education curriculum broadly meets statutory requirements. The school follows the Ealing Agreed Syllabus, which has a framework for each key stage. Religious education makes a sound contribution to pupils' spiritual, moral, social and cultural development. In this multi-cultural school, it enables pupils to be respectful of each other's religion.
148. The religious education co-ordinator has been in post for just over two months and is currently helping to relate the school's scheme and the requirements of the new agreed syllabus with national guidance in order to raise standards and provide clear progression. Resources for the subject, such as books, artefacts and pictures, are adequate.