

INSPECTION REPORT

LENA GARDENS PRIMARY SCHOOL

Lena Gardens

London W6

LEA area: Hammersmith and Fulham

Unique reference number: 100333

Headteacher: Mr Calum Fairley

Reporting inspector: Andrew Berryman
22472

Dates of inspection: 02-06 October 2000

Inspection number: 22471

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4-11 years
Gender of pupils:	Mixed
School address:	Lena Gardens Hammersmith
Postcode:	W6 7PZ
Telephone number:	020 7603 4043
Fax number:	020 7603 3450
Appropriate authority:	The governing body
Name of chair of governors:	Mr. Henry Barbour
Date of previous inspection:	04 – 08 November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Andrew Berryman	Registered inspector	Mathematics	What sort of school?
		Under Fives	How high are standards?
		Music	How well is the school led and managed?
		Art	What should the school do to improve further?
		Physical Education	
		Religious Education	
John Billiet	Lay inspector		How well does the school care for its pupils?
			How good does the school work in partnership with parents?
			Efficiency and best value.
Susan Farnfield	Team inspector	Science	Attitudes, values and personal development.
		Information Technology	Staffing, accommodation and learning resources.
		Design and Technology	
		Equal Opportunities	
Sean Lawlor	Team inspector	English	How well are pupils taught?
		English as an additional language	How good are the curricular and other opportunities offered to pupils?
		Special Educational Needs	
		History	
		Geography	

The inspection contractor was: Hammersmith and Fulham LEA Inspection Team
Town Hall
King Street
Hammersmith W6 9JU

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The Registrar
Inspection Quality Division

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PART A: SUMMARY OF THE REPORT –**INFORMATION ABOUT THE SCHOOL**

Lena Gardens is a community school in central Hammersmith in a residential area of mainly rented and Housing Association properties. There are 212 pupils on roll with 7 classes and a nursery. The school has a very high percentage of pupils for whom English is an additional language (42%), some four times the national average. At the time of the inspection 32 languages were spoken at the school and 30% of the pupils were at an early stage of language acquisition. The percentage of pupils with special educational needs (40%), is well above the national average as is the percentage of pupils entitled to free school meals (56%). The pupil population has changed since the previous inspection with increasing number of refugees and asylum seekers. This creates a highly mobile pupil population. In the last year 47 pupils joined the school and 44 left. Attainment on entry is low and falls below the borough averages. The major priority identified by the school is to raise standards of achievement.

HOW GOOD THE SCHOOL IS

Lena Gardens is a good school working in a challenging context of high pupil mobility and social and economic need. The school is striving to raise standards of achievement, but attainment and progress are adversely affected by factors outside its control. The school has many strengths and provides a good quality of education that meets the academic, social and emotional needs of its pupils well. The school's aims and values are reflected in all aspects of its work. The school provides good value for money.

What the school does well

- The headteacher provides strong leadership. He leads a school where pupils' welfare and learning are at the heart of its work.
- There is a shared commitment to improving standards and effective delegation ensures that all staff understand their role and contribution to school improvement.
- The quality of teaching is good and the strong relationships between all staff and pupils contributes to their learning and progress. Teachers manage behaviour very well so that all pupils have access to learning.
- Provision in the early years is a strength of the school and pupils in the foundation stage of learning make a very good start to their schooling.
- The school provides a safe, secure, caring and welcoming environment where pupils are happy and willing to learn. Provision for the moral and social development of pupils is very good.
- The school's provision for personal development is good. The pastoral care of its pupils is a strength.
- The attitudes and response of pupils is a strength of the school. Pupils are polite and friendly, motivated to learn and settle quickly to their work. Pupils' behaviour, in and out of classrooms is a strength of the school.
- Provision for pupils with English as an additional language is very good. They make good progress because of the effective support they receive.
- The school has focused on improving pupils' literacy and numeracy skills and implemented the literacy and numeracy strategies successfully.

What could be improved

- Standards of attainment in English and mathematics particularly writing and mental mathematics.
- The quality of pupils' individual education plans as tools to promote progress.
- The use of assessment and individual target setting as strategies to drive up standards.
- The management processes of monitoring, target setting and data analysis do not form a unified

strategy and this limits their potential as tools to raise levels of attainment.

- The provision for the systematic development of skills in the foundation subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1996. The school has addressed the key issues for action successfully and has made good progress. The quality of teaching has improved and lessons now provide many opportunities for pupils to be active participants in learning. Standards of achievement in religious education are now satisfactory, as is the provision for pupils' spiritual development. Provision for pupils' cultural development is good. The school's development plan sets out clearly the priorities for the school and is a more effective tool for raising achievement. Although schemes of work in the foundation subjects provide for a broad and balanced curriculum, and support teachers' planning, they do not identify sufficiently skill progression across and between the year groups. The quality of pupils' individual education plans, however, still needs further improvement. The levels of attendance and punctuality are improved. The school has tried hard to involve parents more actively in school life and the school's partnership with parents is stronger than at the last inspection. The school is now implementing the statutory arrangements for performance management, building upon the processes implemented since the last inspection.

STANDARDS

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

Performance in:	Compared with				Key
	All schools			Similar schools	
	1997	1998	1999	1999	
English	D	D	E	B	well above average A above average B Average C Below average D well below average E
Mathematics	E	D	D	A	
Science	C	C	D	B	

In 1999 the results of the national tests for eleven-year-olds were below the national average in mathematics and science and well below in English. When compared to similar schools the results were above the average in English and science and well above in mathematics. The school fell short of its target in English, but reached its targets in mathematics and science. The school has undertaken substantial analysis of the data available and is currently determining strategies to raise attainment based upon the results for 1999/2000. Inspection evidence indicates that levels of attainment in the current Year 6 class are below national expectations, but that their achievement is satisfactory and for some higher attainers, good. Evidence confirms that pupils who remain at the school make satisfactory progress from Year 2 to Year 6. The highly mobile pupil population has an adverse effect upon the schools' results when they are compared with all schools nationally.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
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Attitudes to the school	This is a strength of the school. Pupils throughout the school have very good attitudes to learning. Good habits are established in the early years and developed throughout both key stages.
Behaviour, in and out of classrooms	This is a strength of the school. Pupils respond to the high expectations set by all adults in the school. The conduct of pupils in lessons, assemblies and in the playground is very good.
Personal development and relationships	The school caters well for pupils' personal development. Relationships between all pupils are harmonious and the school uses every opportunity to celebrate its diverse cultural mix.
Attendance	Attendance is now only just below the national average, but has shown a marked improvement.

Pupils' positive attitudes and response to learning have a positive impact upon the progress that they make.

TEACHING AND LEARNING

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

The quality of teaching is good overall and promotes sound progress for all groups of pupils. It has improved since the last inspection. 97% of lessons observed were judged to be satisfactory or better. Of these 60% were judged good or very good and two lessons excellent. Teaching was strongest in the early years. Good teaching is characterised by good planning which sets out what pupils are to learn and is evaluated at the end of lessons to help pupils understand what they need to do to improve. The use of effective questioning to check and challenge understanding is a consistent feature throughout the school. Teachers' knowledge is good in literacy and sound in numeracy although teaching within the oral and mental starter does not always engage and challenge all pupils sufficiently at an appropriate level. Teaching is good for pupils with English as an additional language as it is for reading recovery. Support staff are used well to support and promote pupils' progress. Teachers' planning for the foundation subjects does not always build on and promote pupils' subject-specific skills. Where lessons are less than satisfactory this is due to a lack of pace and poor match of work to abilities.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad range of learning opportunities that meet the needs of the pupils. Pupils' learning is enhanced through visits, extra-curricular activities and homework. This is a socially inclusive school that provides equality of access for all its pupils.
Provision for pupils with	Provision for pupils with special educational needs is satisfactory. They

special educational needs	are well supported and make sound progress.
Provision for pupils with English as an additional language	The provision for pupils with English as an additional language is a strength of the school. They make good progress because of the high quality teaching and support they receive.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The strong ethos for valuing and caring for pupils ensures that provision for pupils' personal development is good. Pupils' social and moral development is good and the school has successfully improved pupils' cultural and spiritual development.
How well the school cares for its pupils	The pastoral care of pupils is a strength of the school

The school has improved its partnership with parents and they are now very supportive of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides strong leadership. A clear agenda for raising achievement is evident in the school's development plan and all staff understand their part in raising achievement. However, the many systems in place to secure improvements are not linked effectively into a single strategy and this limits their effectiveness.
How well the governors fulfil their responsibilities	Governors are very supportive of the school and are committed to raising standards. They fulfil their statutory requirements and are active in promoting the school. They are not yet sufficiently proactive in seeking information, relying heavily on the information from the headteacher and the local education authority to inform their decisions.
The school's evaluation of its performance	There is a developing culture of reflection and evaluation, but the many processes initiated by the headteacher and senior managers are not yet rigorous enough as a coherent strategy to drive up standards.
The strategic use of resources	The school uses its resources well. Good use is made of staffing, particularly support staff. The school is beginning to apply the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school's caring and supportive ethos • The information they receive about the child's progress • The progress their child makes • The approachability of the headteacher and staff. 	<ul style="list-style-type: none"> • Homework • Activities outside lessons

Inspection judgements support the positive view held by parents that the school is welcoming and provides a secure and caring environment for its pupils. The inspectors find that the concerns about

behaviour voiced at the parents' meeting are unfounded. Pupils' attitudes to learning and their behaviour are strengths of the school. Parents' concerns about homework are not upheld by inspection findings. Pupils are very clear about the timing and amount of homework they get and homework was seen to be used effectively during the inspection week. Inspectors judge the range of activities provided outside lessons to be satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In the 1999 national tests, pupils' attainment at age 7 was well below what is expected nationally in reading and writing and below in mathematics, when compared with all schools. When compared to similar schools, attainment is broadly in line for reading and writing and above the national average for mathematics. Attainment for pupils aged 11 is well below the national average in English and below in mathematics when compared to schools nationally. It is above the national average in English and science and well above the average in mathematics when compared to similar schools. There is no significant difference between the attainment of boys and girls. The results for 11-year-olds have remained relatively stable over the last three years, but there has been an improvement in mathematics over the last two years. Inspection evidence shows that pupils, given their low starting points, make satisfactory to good progress and that although their levels of attainment are below national averages, their levels of achievement are good.
2. The previous inspection found standards in English, mathematics and science to be in line with those expected for 7 and 11 year olds. Standards in the foundation subjects were in line with the exception of religious education where pupils' attainment was judged to be unsatisfactory. The attainment of pupils in singing was good due to the specialist teaching.
3. Since that inspection there have been substantial changes to the intake of pupils. The school has experienced a rise in the numbers of pupils with special educational needs and pupils for whom English is an additional language. This has presented a challenge in reaching not only the achievement targets but also in improving the percentage of pupils attaining at the levels expected nationally. This has been compounded by a sharp rise in pupil mobility, with pupils entering and leaving in years 2 and 6 having a severe impact upon the school's ability to meet the targets it had set. Whilst the attainment of the current year 6 pupils is below national expectations, the cohort consists of a high percentage of pupils with English as an additional language (38%) and pupils with special educational needs (38%). Only 50% of these pupils were present in the school for the Key Stage 1 tests.
4. Children enter the nursery with low levels of linguistic and mathematical ability. The attainment of children under 5 years, as measured by baseline assessments, is below the expected goals for children of this age and below the local authority average. However, the majority make satisfactory progress and children with English as an additional language make good progress. Childrens' experiences are carefully planned to match their needs and through effective interventions in learning and effective questioning to check understanding and challenge thinking pupils make satisfactory to good progress.
5. The attainment of pupils in English at the age of seven is below national expectations as measured by the National Curriculum tests. However pupils' achievement is satisfactory when the relatively low baseline scores and the significant numbers of pupils with English as an additional language and special educational needs are taken into account. Pupils are beginning to speak with confidence and to listen to one another. Pupils enjoy reading and are beginning to develop good reading habits. By the age of seven most pupils are able to form letters accurately and higher attaining pupils are able to make use of a repetitive story structure to create their own pieces of writing.
6. Pupils' attainment in English is also below national expectations at the age of eleven although their achievement is of a satisfactory standard when pupil mobility, prior attainment and the good

progress made by pupils who are learning English is taken into account. In speaking and listening, most pupils are able to talk about books they have read with interest and to refer to the text to support or explain their views. They are able to describe similarities and differences in what they have read and make good use of the notion that stories 'solve a problem' to predict how a story is likely to develop and refer to the text to justify their opinions. Most pupils read with expression, confidence and accuracy and have a favourite author. Writing is less well developed, partly because of the significant number of pupils who are at the early stages of acquiring English, but also because the school does not yet have a systematic approach to the development of writing skills. By Year 6, pupils make good use of the writing frames provided by their teacher to develop their stories and improve them by redrafting using a word processor. Higher attaining pupils are beginning to develop more complex sentence structure.

7. Pupils' attainment in mathematics, as measured by the 1999 National Curriculum tests, is below the national averages at both key stages when compared to all schools nationally, but are above when compared to similar schools. The school has implemented the National Numeracy Strategy successfully and is receiving additional support from the LEA consultant. Pupils by the age of 7 are able to add and subtract numbers to 10 with the higher attainers working to 20, although their ability to subtract numbers is less secure. They recognise odd and even numbers and know the simple properties of 2-D shapes. They recognise and name coins and can work with these to add and subtract amounts, for example in shopping lists. By the age of 11, pupils are able to recite their times tables, but their mental recall is still slow. The regular sessions of mental mathematics whilst helping pupils to explain reasoning and describe methods of computation throughout the key stage is not yet impacting upon attainment. Pupils' skills in addition and subtraction are built on and they are able to add and subtract to 100 and the higher attainers beyond. Pupils have a secure knowledge of fractions and the higher attainers can change them to percentages and decimal fractions. They are able to add and subtract simple decimals and record their work efficiently. They have a good knowledge of 2 and 3D shape and classify them according to their properties.

8. Pupils' attainment in science is below national expectations at the ages of 7 and 11. However, their achievement is satisfactory when pupil mobility, prior attainment and the good progress made by pupils who are learning English is taken into account. In the 1999 national tests although pupils' attainment was well below national averages by the age of eleven, the results were well above those attained in similar schools. The results for pupils attaining higher levels were in line with those in similar schools.

9. Pupils currently in Year 2 are developing satisfactory scientific knowledge and understanding and in their oral work use a limited range of scientific vocabulary correctly. Pupils' skills in observing and talking about what they have done are satisfactory, but there are insufficient opportunities for them to record their findings formally. As a result, their ability to apply their knowledge and skills in other contexts and subjects is weak.

10. Pupils currently in Year 6 have a sound knowledge and understanding across all three areas of the science curriculum. They know that some solids dissolve in water and most are beginning to use a scientific vocabulary to explain what happens. They are often able to explain what they were doing but in the process lose sight of what they were trying to find out. Pupils can make sound predictions based on their scientific knowledge, and they follow instructions correctly. They develop an appropriate understanding of the importance of fair testing, but find difficulty in applying this to a real situation. Their skills in enquiry and drawing conclusions are weak. Pupils with English as an additional language make good progress and pupils' progress overall, including those with special educational needs, is just satisfactory in both key stages. This is a result of the limited curriculum time given to carrying out experimental work and the fact that the teaching of scientific skills sometimes lacks precision or focus.

Pupils' speaking and listening skills are well-developed in science and the subject is supported well by numeracy and information and communication technology.

11. The standards being achieved at the end of Key Stages 1 and 2 in art are judged to be satisfactory. Pupils have opportunities to explore and develop their ideas in a good range of media. Pupils at both key stages record from direct observation, from imagination and stimuli from famous artists and other cultures. Whilst work on display around the school shows that pupils make progress, as for example in observational drawing, there is insufficient attention paid to the systematic development of pupils' art skills.

12. Overall standards in design technology are below what is expected for both 7 and 11 year olds. The scheme of work has not been implemented consistently across the school and has not yet had an effect on pupils' progress. The standards achieved in the early years are not being built on successfully. Pupils are given more opportunities to work with increasing independence and develop problem-solving skills, although this is less apparent at the end of Key Stage 1 and the lower classes in Key Stage 2. Pupils make satisfactory progress and are developing their ability to apply their design technology skills, knowledge and understanding in other curriculum areas.

13. Pupils' attainment in geography and history is below national expectations at both key stages. This is in part a result of the low priority given to the subjects during the introduction of the literacy and numeracy strategies. In addition, although the schemes of work are based on the National Curriculum programme of study, they are not linked sufficiently to the level descriptors and so do not set out expectations for pupils' skills development. For example, in geography, pupils are expected to 'collect and record evidence, undertake fieldwork, make plans and maps, use maps, use secondary sources and information technology', but there is no indication of what level they are expected to achieve in doing these things.

14. Pupils' levels of attainment in information and communications technology at the end of Key Stage 1 are approaching those expected for seven-year olds. Achievement is satisfactory overall. Pupils' attainment by the age of eleven is still below expectations for their ages, but pupils are making at least sound and sometimes good progress. Pupils' achievement is appropriate for the stage at which the school is in implementing its action plan for raising standards. The scheme of work, the staff development programme and the vast improvement in facilities have all contributed effectively to the improvement in pupil achievement.

15. The standards pupils achieve in music are as expected for their age at both key stages. Pupils sing tunefully in lessons and assemblies in unison and parts. At Key Stage 1, pupils are able to keep a steady pulse and clap simple rhythms. They are able to work in small groups to explore, select and organise musical ideas. By the end of the key stage pupils are able to employ different types of sounds and combine them varying the tempo and dynamics to create atmosphere and effect. They are less secure in evaluating their performance. By the end of Key Stage 2, pupils have developed an appropriate musical vocabulary and sing in four parts and concentrate to improve the quality of the singing. They have an understanding of how diction, pitch control and phrase expression contribute to a quality performance. They are able to evaluate their performance to improve the dynamics and tempo and in keeping the pulse/beat when singing in parts.

16. The standards being achieved by pupils in physical education at both key stages are at least satisfactory and for some are above what is expected for their age. Pupils in Key Stage 1 make good progress, acquire and develop basic skills, learn to control their movements and evaluate their performance. They also develop an increasing understanding that being active is important and the effects of exercise upon their bodies. They are taught to move and use equipment safely and develop a

good sense of space and awareness of others. In dance they learn to refine their movements and combine them into sequences, paying attention to levels, speed and communicating feelings. They develop skills in using equipment in various ways. Pupils in Key Stage 2 continue to make good progress and at the end of the key stage can move well paying attention to the quality, control and fluency of their movements. They are able to combine their movements into effective sequences, paying attention to safety and the rules and conventions of the activity. They are able to refine their performance through self-evaluation or through the modelling of their peers. They are able to work well individually, in pairs or as a group. In the lessons observed, pupils consolidated existing skills, improved them and developed new skills.

17. Standards being achieved by both 7 and 11 year olds in religious education have improved since the last inspection and are now satisfactory. Pupils in Key Stage 1 make satisfactory progress and by the age of 7 are beginning to have knowledge of world religions, responding thoughtfully to issues and understanding and respecting the diversity of religions. They learn about what it means to belong to a religious community and how religious texts provide patterns for living. They learn about some of the personalities, places of worship and symbols associated with religion. Pupils in Key Stage 2 also make satisfactory progress. Their knowledge of and about religions is extended. The strength of the school's provision for pupils' moral development means that pupils develop an understanding of ethical and religious issues as they move through the key stage. They share opinions, respect other views and are able to reflect upon their own views and relate their experience to those of others. Work in religious education now supports pupils' spiritual development more effectively and supports the school's ethos of caring for and respecting others.

18. The school analyses its national test results and test papers and is able to interpret this data to identify vulnerable groups of pupils. The school is able to show that it adds value to the attainment of those pupils who remain in the school throughout Key Stages 1 and 2 and those pupils who start in the nursery make good progress. There are several management systems set up to improve levels of attainment, including a systematic monitoring programme. These systems, however, do not yet form a coherent strategy to drive up standards for all pupils.

Pupils' attitudes, values and personal development

19. Children under five develop very good relationships with adults and each other, settling quickly into the school's routines and expectations. They learn to co-operate and share resources and toys and take turns with using equipment. They enjoy all the activities in the nursery and reception and are eager to learn and to show what they know and can do. Behaviour is very good. Pupils are attentive and follow willingly instructions from adults. Their social skills develop well and they are able to work independently.

20. Pupils in both key stages have very good attitudes to learning and this is a strength of the school. They understand the need to improve their work and know their own learning targets. The good habits developed in the early years are continued in the infants and junior years where pupils have high levels of concentration and become increasingly more independent learners as they move up the school. Pupils are good at working in groups and are eager to give their opinions and show what they know in whole class discussions.

21. All pupils are aware of the school's high expectations for their conduct. They understand and follow the school rules. Behaviour by pupils in the majority of lessons, in assemblies, when moving around school and in the playground is very good. Exclusions are very rare and there have been no permanent exclusions in the last year. In lessons and around the school pupils help each other, often without adult direction. The few instances of inattention by some pupils in one class were a

consequence of the school's difficulties in recruiting a permanent teacher at the start of the year. Relationships throughout the school are very good and harmonious between boys and girls, and between pupils from the many different ethnic groups in the school. Year 6 pupils who are at an early stage of learning English work productively and confidently with Year 2 pupils. Adults provide good role models and form positive relationships with the pupils. Bullying is not an issue. Parents, carers and pupils confirm that this is the case.

22. Pupils take on responsibility willingly. In all classes from the nursery upwards pupils take responsibility for keeping their classrooms tidy. In the playground they use the different areas appropriately and help keep the outside area an attractive part of the school by putting litter in the receptacles provided. Pupils treat their own and other's belongings carefully and use learning resources safely and correctly. They have a strong sense of fairness.

23. Pupils enjoy school and since the last inspection there are significantly fewer instances of lateness. There remain a few pupils who are habitually late despite all the school's efforts but they no longer adversely affect the start of the school day or prevent learning. Those pupils who are occasionally late invariably apologise to the teacher and try to make up for lost time by settling quickly. Attendance has improved since the last inspection due to the school's considerable efforts and is now only just below the national average.

HOW WELL ARE PUPILS TAUGHT?

24. The quality of teaching is good overall and promotes sound progress for all groups of pupils. It has improved since the last inspection. In the nursery it was good at the time of the last inspection and remains good now. The quality of teaching at Key Stage 1 and Key Stage 2 has improved since the last inspection when 84% of lessons were satisfactory. Ninety seven per cent of teaching is satisfactory or better and at Key Stage 1 over half is good or better and at Key Stage 2 about half is good or better. Good teaching is characterised by careful planning which sets out clearly what pupils are expected to achieve in the course of the lesson. These learning objectives are shared with pupils at the start of the lesson and are reviewed at its close. Teachers know their classes well and set different work that is well matched to their needs, for groups of pupils in the class. The criticism in the last inspection report that lessons were often over directed has been successfully addressed. Teachers now make good use of open questions that challenge pupils to think and so help to extend their learning. Pace is usually brisk and transitions from whole class to group or individual activities are speedy with most pupils knowing what is expected of them and settling down purposefully to work. Where teaching is less than good, it is often because the pace is slower and differentiation less well judged.

25. Teachers' subject knowledge is good in the teaching of literacy and sound in the teaching of numeracy. All teachers have a good grasp of the teaching of phonics and make good use of the structure of the literacy hour to help pupils improve their grasp of spelling and grammar. Although they make good use of models such as *'Where's Spot?'* in Reception, *'The Gruffalo'* in Year 2 and *'Charlotte's Web'* in Year 6, further development is needed to ensure that pupils achieve the expected standard by the age of eleven. Although a range of appropriate techniques, such as the use of writing frames, is evident in upper classes of Key Stage 2, these haven't been adapted and modified for use with younger pupils to ensure that develop the skill of making their writing lively and interesting for the reader. In teaching numeracy, teachers plan well from the numeracy framework and ensure that individual and group work is matched to pupils' abilities. However, teaching within the oral and mental starter does not always engage and challenge all pupils sufficiently at an appropriate level. Teachers do not always extend the use of open questions effectively to allow for a wide range of appropriate responses. Teachers subject knowledge is secure in most other subjects of the curriculum.

However in history and geography there is a need to develop a sharper focus on the development of skills in those subjects.

26. Teaching is good in English as an additional language, reading recovery and the additional literacy strategy. English as an additional language has improved since the last inspection when it was satisfactory, and it is now good. It benefits from a good range of support materials, well-focused use of target language and teaching strategies that are keyed into the work of the rest of the class. This is especially so in the early years and Key Stage 1 where class teachers use a similar range of approaches, making good use of visual aids and songs, chants and rhymes. As a result, pupils develop their confidence in English and make rapid progress.

27. The reading recovery teacher makes good use of the well-tried strategies of this approach and has a positive impact on pupils' progress. Pupils who completed the programme successfully in 1998-1999 achieved level 2c in writing in last year's end of Key Stage 1 tests. The school has made good use of the borough's specialist teaching team to work with pupils who have not succeeded on reading recovery. The school is a focus for literacy support and the additional literacy strategy tutor has been trained to support pupils who continue to experience difficulties in acquiring literacy. Effective use is made of the techniques of the strategy and pupils take pride in their achievements and know that they are making progress.

28. Appropriate support continues to be offered to pupils with special educational needs in class and in withdrawal sessions although the quality of pupils' individual education plans has not made the improvements required by the last inspection. The targets in the plans do not identify specific, measurable objectives that the pupil understands or indicate the strategies to be used by teacher, pupil and, where appropriate, parents to help achieve the targets. Targets set by the specialist teachers' team provide a useful model, as do those targets in literacy that some teachers have drawn from the National Literacy Strategy document. Measurable short-term targets are also used effectively with pupils who are acquiring English as an additional language.

29. The school has set very challenging whole school targets for achievement and teachers set targets for individual pupils in terms of National Curriculum levels for English and mathematics. However these targets bear little relation to the targets which pupils set for themselves. These are often concerned with presentation rather than with substance and are insufficiently linked with the National Curriculum level descriptors. In other words, they do not answer the question, 'What must I do to achieve higher levels of attainment?' There is a need for the school to examine its approach to target setting in all these forms and to consolidate what it is doing in short-term, measurable goals and in language that is accessible to pupils and their parents. At the same time, this process should help class teachers to draw the various strands of support together and to develop a more strategic approach to the management of pupils' learning.

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

30. The last inspection report acknowledged that the school provided a broad curriculum but indicated that its delivery was dominated by an adherence to content at the expense of developing pupils' subject specific skills and the skills of independent learning and enquiry. The school has very largely addressed these criticisms. The successful introduction of the literacy and numeracy strategies has ensured that pupils develop the habit of self-sustaining independent work for brief periods in the course of the literacy hour and the daily mathematics lesson. The expectation that they settle to work independently is apparent throughout the school and has had a significant impact on pupils' learning and study skills. The provision of additional skill sessions in literacy and numeracy repeats much of the

direct teaching of the literacy hour and dedicated mathematics lesson, at the expense of other subjects of the curriculum. This has the effect of unbalancing the curriculum, particularly for older pupils and does little to help pupils develop strategies for reinforcing the learning objectives of the literacy and numeracy strategies through other subjects of the curriculum.

31. There is now an appropriate focus on skill development in other subjects of the curriculum, notably in information technology and science. However this is less apparent in history and geography, subjects that have been given lower priority as the school has focused on introducing literacy and numeracy. There is now a need to ensure that appropriate skills are developed in these subjects and that the opportunities they provide for a rich variety of writing are used effectively to support the development of writing across the curriculum.

32. The school provides a broad range of learning opportunities that meet the needs of its pupils and fulfils statutory requirements. This is especially good for pupils acquiring English as an additional language and for those requiring support in literacy through reading recovery, the additional literacy strategy and the work of the local authority's specialist teachers' team. Access to the curriculum for pupils with special educational needs is assured through the schools' additional educational needs resources. These are used to employ the special educational needs co-ordinator, who provides support for pupils with special educational needs in class and in withdrawal sessions, and classroom assistants who provide additional support in matching the curriculum to pupils' learning needs in class. The school also draws on the services of the local authority's behaviour support team to help pupils manage their own behaviour more effectively and so ensure their access to the curriculum. The school makes appropriate provision for sex education and pupils' personal, social and health education, including drugs education, is well catered for. Taken together these services, and the commitment of class teachers to securing the best for the pupils in their classes, ensures that this is a socially inclusive school which provides equality of access to all its pupils.

33. The school has a good range of clubs, visitors and visits that enrich the curriculum offered to pupils. Regular extra-curricular activities include an after-school homework club a football club, mathematics' clinic and a lunchtime and after-school computer club. These are well attended and enjoyed by pupils. Good use is made of swimming facilities at a local independent girls' secondary school and one pupil has taken advantage of the opportunity offered by a Saturday music centre at another local independent school. The school is establishing a school council to give pupils a voice and to help them learn how to communicate in a more formal setting. The school has worked with the local Urban Studies Centre to develop resources for local geography. It hosts performances by theatre groups and mounts its own productions, such as an annual nativity play. Annual school journeys give pupils who have limited experience of life outside the inner city to learn in another environment. The school has worked with a local professional football team on a coaching programme and some pupils make use of the study support centre at the club's grounds. There are useful links with community associations, the police and fire services. The school now meets statutory requirements for religious education.

34. Since the last inspection the school has significantly improved the provision for pupils' spiritual development which is now satisfactory. Assemblies are planned so that pupils are given time to reflect on a range of religious, moral and social issues. Opportunities for pupils to develop their spirituality are provided in all curriculum areas, although the good practice evident in some areas has not yet been fully established across the curriculum. In an excellent Year 1 religious education lesson the pupils were spellbound by the richly embroidered Muslim costumes worn for the occasion by members of the support staff. The pupils' different backgrounds were used well by the teacher to develop pupils' knowledge and understanding of their own and others' customs. In all the science lessons observed pupils showed a sense of awe and wonder generated by imaginative teaching. For example, Year 6

pupils were fascinated by the effervescence when baking soda was added to water. Year 5 pupils showed a sense of wonder and an appreciation of the structure of the human heart.

35. Provision for pupils' moral and social development is very good. The difference between right and wrong is taught and reinforced effectively so that pupils have a strong sense of fairness that they uphold and respect. Adults in the school are very good role models and contribute very positively to the caring ethos that permeates all aspects of school life. Visitors are welcomed to the school and treated with courtesy. Explicit teaching on how to respect others and build good relationships forms part of lessons and assemblies. For example, Year 5 pupils developed a good understanding of how racism can be challenged and overcome through their study of Black history in the United States of America. An established link with an Old Peoples' home enables Year 6 pupils to think about the needs of others. At lunch and playtimes support staff provide equipment for a range of games that pupils enjoy playing together and sharing fairly and pupils keep the playground free of litter. The school provides a secure and caring environment where pupils can respond positively to each other and the adults. A small group of Year 6 pupils work well with Year 2 pupils during the literacy hour. The after school computer club successfully extends the opportunities for pupils from different classes to work together.

36. The provision for pupils' cultural development is now good. Since the last inspection the school has made effective use of assemblies, displays and the curriculum to celebrate the rich diversity of the pupils' own backgrounds. In an infant assembly a song was sung in six of the pupils' first languages. Small groups of pupils enthusiastically and proudly led the singing from the front. The pupils from Afro-Caribbean backgrounds were successfully enabled to contribute their own knowledge and experience to the Year 5 history topic, and to empathise with the plight of black Americans living in the segregated States. Displays around the school feature pupils work in art, English, geography and religious education and reflect the school focus for developing pupils' knowledge and understanding of their own and other cultures. There are texts in classrooms and the library reflecting the pupils' own cultural backgrounds. Pupils' cultural experiences are extended through visits and visitors, such as theatre groups and enhanced through the school's involvement in such projects as the New London Orchestra mathematics and numeracy project and the Royal Ballet "Chance to Dance" programme. The music played on entry and exit to assemblies adds to pupils' cultural experience, although little use is made for extending pupils knowledge of and response to different composers or compositions.

37. The previous inspection report commented that the school made insufficient use of the cultural diversity of its pupils to promote learning. Good progress has been made in addressing this criticism. The school's cultural diversity is a focus for school assemblies. In English as an additional language lessons, the teacher takes opportunities for pupils to assimilate words in English to known terms in their home language, for example by asking them to provide the Albanian or Somali word for 'nail'.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The pastoral care of its pupils is a strength of the school. The school has a strong, welcoming and caring ethos and provides a clean, safe and happy environment for its pupils. Teachers know the pupils well and are very sensitive to the varying needs of the pupils who come from a wide and diverse range of cultural and religious traditions. Health and safety practice is good and external health and safety inspections have been satisfactory.

39. The school has successfully improved levels of attendance and punctuality since the last inspection, where these were key issues. There are clear policies and consistent practice, and the school ensures that these are known and understood by pupils and parents. Levels of attendance are now only just below the national averages and are a testimony to the school's continuing efforts.

40. The previous inspection found that pupils were well behaved and the school's policy and practice was very effective in providing guidance in this area. This is still the case. There is no evidence of religious, racial or cultural tensions within the school and any incidents of bullying are dealt with effectively and sensitively. Pupils like coming to school and consider the school to treat them fairly.

41. The school has several systems for target setting and for monitoring the academic performance of its pupils and their personal development. These are used to inform the provision for pupils but need to be co-ordinated into an overall strategy in order to be more effective. The policy and practice for supporting pupils with English as an additional language are very effective and these pupils make very good progress. The support for pupils with special educational needs is less effective because individual education plans are of variable quality and are not rigorous enough to inform teachers' planning. As a result pupils with special educational needs make only satisfactory progress.

42. Child protection policy practice is fully established in the school and the staff involved are appropriately trained. The responsible person is known to staff, who are aware of their own responsibilities. The school maintains close co-operation with the statutory agencies.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. The school has addressed this issue from the last inspection and increased parental involvement in pupils learning. It has developed, in consultation with parents, a home school agreement and has translated this into the eight main languages spoken in the school in order to reach as many parents as possible. Parents have three planned meetings per academic year to discuss their child's progress and staff are always approachable at other times if parents have any concerns. Parental attendance at open and curriculum evenings is good.

44. The school prospectus and governors report are of a good standard and the school continues to keep parents well informed by regular newsletters. In response to the last inspection it has improved the quality of curriculum information provided to parents. The annual report given to parents on their child's progress is a useful document and sets out clearly their strengths and weaknesses.

45. Since the last inspection the school has relaunched the parent teacher association and parents support the fund raising and social activities organised on behalf of the school. Parents are involved in hearing their children read and will assist by helping with visits and will come in to help with specialist knowledge. Parents were observed to come into an religious education lesson to explain aspects of their religious and cultural traditions. The school is anxious to reach out to all parents and is working with the local education authority to establish language groups for parents.

46. Parents at their meeting were supportive of the school and its aims and values. Views expressed about homework are not substantiated by inspection evidence. A small number of parents at this meeting expressed concerns about behaviour, but inspection evidence does not support these concerns.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The headteacher provides strong leadership. He leads a school where pupils' welfare and their learning are at the heart of its work. He has set a clear agenda for raising pupils' achievement and communicated this effectively to his staff. He has engendered a shared understanding of and responsibility for school improvement. Key stage and curriculum co-ordinators have a strong sense of

their accountability for securing improvements, know what has to be done, and understand and subscribe to that goal. Each member of the teaching staff has an individual action plan linked to the overall long-term plan for development. The school's long term plan focuses on the appropriate priorities of raising levels of attainment in literacy and numeracy. Whilst the literacy and numeracy strategies have been implemented successfully, the school's ability to improve levels of attainment, which fall below the national average, is adversely affected by a mobile population and a high percentage of pupils with special educational needs and English as an additional language. However, the headteacher has ensured through the recruitment of effective support staff that these pupils are supported effectively and make at least satisfactory, if not good, progress.

48. The headteacher has put in place many management systems for improving the standards being achieved. There is a long-established internal monitoring process that has improved the confidence and expertise of teachers. It has created a shared understanding of effective teaching and a successful implementation of the school's teaching and learning policy. It has also ensured that the induction of new staff is effective and efficient and that new members of staff are supported well when they first join the school. For example, a teacher had joined the school at the beginning of the inspection, and the headteacher, realising that he was experiencing difficulty provided successful targeted support. The monitoring system is also effective in allowing the school to pinpoint weaknesses and take the appropriate action to improve them. Challenging achievement targets have been set for the current cohort of 11-year olds and pupils have individual learning targets to bring about improvements that are part of the school's assessment system. The head teacher with his senior managers have analysed a wide range of performance data which is providing them with key information on the factors influencing attainment and allowing them to determine ways to combat this. However, all the systems are not yet being linked to create an effective strategy to improve levels of attainment. For example, the outcomes of monitoring are not sufficiently focused on pupils' learning and attainment to drive up standards through the individual target setting processes.

49. The school's long term plan is supported effectively by a staff development programme and cycle of staff and senior management meetings. These are financed appropriately and effectively through the schools' funding including specific grants. The headteacher and governors, in their attempt to achieve their educational targets, have employed support staff to provide small-group support for pupils with special educational needs and those for whom English is an additional language. This is an effective use of funding as these members of staff are deployed well and make a significant and positive contribution to pupils' progress and achievement.

50. Governors are very supportive of the school and have a clear knowledge of the work and contribute to the focus of the school through the development plan. They allocate finances according to the agreed priorities. There is also a commitment to spending the budget for the benefit of pupils currently at the school and not to building up large surpluses. This provides a high level of support for pupils, which contributes significantly to the progress they make. However, the current projected surplus represents only 0.6% of the budget and is, therefore, short of the 3% recommended as good practice. Such a small surplus gives the school very little leeway in the event of some unforeseen expenditure. Governors are kept well informed by the headteacher and seek advice from the local authority. They are not yet proactive, on their own behalf, in seeking information on school performance. The governing body fulfils its statutory requirements.

51. Appraisal was an area for improvement in the last inspection report. The headteacher has instigated a cycle linked to the school development plan, the school's monitoring and the monitoring cycle of the local education authority. This provides teachers with targets and identified opportunities for professional development. The school is in the process of implementing statutory appraisal through the performance management regulations and is well prepared in line with the DfEE requirements.

52. The school is well staffed to meet the demands of the curriculum. Staff expertise in information communications technology, design technology and religious education has been developed since the last inspection and is now satisfactory. Teachers who provide support for pupils with English as an additional language and pupils with special educational needs have very good specialist expertise. There is adequate expertise for supporting the pupils on the school's register of special educational needs. Staff who support pupils in the classroom are well deployed and contribute significantly to the sound or better progress pupils make. The school's induction procedures for newly qualified staff and teachers new to the school are good. They are well supported by good written guidance, policies and schemes of work. All members of staff have individual action plans related to the individual responsibilities. Staff development continues to be closely linked to whole school priorities. All staff are fully committed to raising standards and improving the quality of the pupils' education.

53. Accommodation continues to be adequate for the curriculum and is both well used and cared for. There have been significant improvements in the accommodation for information and communication technology since the last inspection as a room has been converted for sole use as a computer network. The playground continues to be an environment imaginatively extending the opportunities for developing the curriculum. Since the last inspection the quality of displays has improved and they add to the learning environment and provide pupils with examples of good work. The school is welcoming and very well maintained by the site manager and cleaning staff.

54. The curriculum is well resourced and the shortcomings identified in the previous inspection for teaching information communications technology, history and religious education have been addressed. The curriculum is now very well resourced for mathematics and information communications technology. Pupils' good behaviour and careful use of equipment and materials allows the school to make efficient use of their finances to develop learning resources.

55. The school demonstrates an appreciation of the principles of best value in its decision to procure its own provision for pupils with English as an additional language. The school has also applied the principle to boiler maintenance and cleaning costs. Given the school's socio-economic circumstance, the low levels of attainment on entry and the high levels of pupil mobility, the school achieves results, which are good compared with similar schools. The school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. In the context of the school's strengths and weaknesses, the governors, headteacher and staff should address the following points for improvement in their action plan in their work, to raise standards and improve the quality of education:

Continue the drive to raise standards of attainment across the school by:

- improving pupils' attainment in writing through a systematic approach to the development of writing skills and through providing more opportunities for writing in the other subjects of the curriculum (paragraphs 6,25,77)
- improving pupils' skills in mental and oral mathematics by ensuring a wider range of variety and questioning in the oral and mental starter of the numeracy strategy (paragraphs 7,25,84)
- improving the use of assessment and target setting to improve learning (paragraphs 29,79,86)
- improving the quality of individual education plans for pupils with special educational needs (paragraph 28)
- ensuring that the monitoring, target setting and data analysis processes already in place are linked together to provide an effective strategy for driving up standards (paragraphs 18,29,41)
- ensuring that the monitoring process focuses more rigorously on the impact of teaching on pupils' learning. (paragraphs 48,86,110,114)

Improve pupils' achievement in the foundation subjects by

- ensuring that schemes of work detail a year on year progression of skills (paragraphs 31,89,95,99,106,112)
- providing more opportunities for pupils to develop subject specific skills. (paragraphs 31,78 122)

ENGLISH AS AN ADDITIONAL LANGUAGE

57. The school has a very high percentage of pupils who are acquiring English as an additional language, some four times the national average. Thirty per cent of pupils are at the early stages of acquiring English and thirty-two languages are spoken in the school. The provision made for these pupils is a strength of the school and pupils make good progress because of the effective support they receive. The attainment of those pupils for whom English is an additional language who have been in school for two years compares favourably with the standards achieved by other pupils in the school.

58. The teaching of pupils with English as an additional language is good. It has improved since the last inspection when it was satisfactory. The school has decided not to buy into the local education authority's Ethnic Minority Achievement Service and has instead appointed a teacher of English as an additional language. In addition good use is made of two bilingual support assistants. The teaching of English as an additional language benefits from a good range of support materials, well-focused use of the target language and teaching strategies that relate to the work of the whole class. These techniques help pupils to develop their confidence and, especially in the early years and at Key Stage 1 where they make good progress.

59. Relationships between pupils from different ethnic groups are good. Year 6 pupils who are learning English play a useful role in supporting pupils in Year 2. This helps them to develop their own language skills and to improve their self-esteem and confidence. Where pupils are withdrawn from class they are given the opportunity to present their work to their peers, for example in the plenary session of the literacy hour. This also boosts their confidence and helps them to reinforce the lessons they have learned.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	67
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3%	12%	48%	34%	3%	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25	195
Number of full-time pupils eligible for free school meals		120

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	1	2
Number of pupils on the school's special educational needs register	1	69

English as an additional language	No of pupils
Number of pupils with English as an additional language	138

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	47
Pupils who left the school other than at the usual time of leaving	44

Attendance

Authorised absence

	%
School data	7.5
National comparative data	5.4

Unauthorised absence

	%
School data	0.7
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		1999	12	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	7	12
	Girls	14	14	14
	Total	20	21	26
Percentage of pupils At NC level 2 or above	School	67	70	87
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	11	8
	Girls	14	14	14
	Total	22	25	22
Percentage of pupils At NC level 2 or above	School	73	83	73
	National	82	86	87

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		1999	18	11

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	11	14
	Girls	7	8	8
	Total	17	19	22
Percentage of pupils At NC level 4 or above	School	59	66	76
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	12	15
	Girls	9	8	8
	Total	20	20	23
Percentage of pupils At NC level 4 or above	School	69	69	79
	National	68	69	75

Exclusions in the last school year

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	27
Black – African heritage	17
Black – other	24
Indian	3
Pakistani	3
Bangladeshi	1
Chinese	0
White	58
Any other minority ethnic group	32

This table refers to pupils of compulsory school age only.

	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	0	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)	11
Number of pupils per qualified teacher	27.9
Average class size	27.9

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	125

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	2
Total aggregate hours worked per week	50

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

Financial information

Financial year	1999/2000
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	£
Total income	624300
Total expenditure	548995
Expenditure per pupil	2590
Balance brought forward from previous year	44437
Balance carried forward to next year	19956

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	212
Number of questionnaires returned	49

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	22	0	0	6
My child is making good progress in school.	56	29	6	2	6
Behaviour in the school is good.	40	36	9	0	15
My child gets the right amount of work to do at home.	35	31	19	8	6
The teaching is good.	55	30	2	2	11
I am kept well informed about how my child is getting on.	42	50	2	2	4
I would feel comfortable about approaching the school with questions or a problem.	53	39	2	2	4
The school expects my child to work hard and achieve his or her best.	63	29	2	2	4
The school works closely with parents.	44	46	4	2	4
The school is well led and managed.	40	40	9	4	6
The school is helping my child become mature and responsible.	46	38	8	2	6
The school provides an interesting range of activities outside lessons.	27	24	12	27	10

Other issues raised by parents

Parents at their meeting raised homework as an issue. A small number of parents at their meeting raised concerns about pupils' behaviour and the school's approach to discipline.

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

60. The previous inspection found educational standards in the nursery to be good and that pupils made a good start to school. This has improved further and provision in the early years is now a strength of the school. The curriculum in the nursery and reception class covers the areas of learning required for children under five years old.

61. Children enter the nursery with low levels of linguistic and mathematical ability. The attainment of children under 5 years, as measured by baseline assessments, is below the expected level for children of this age and below the average for the local education authority. They make satisfactory progress, and for those acquiring English as an additional language, progress is good.

62. The quality of teaching in this foundation stage of learning is consistently high with 94% of lessons observed judged to be good or better. Children's experiences are carefully planned to match their needs. Teachers make effective interventions in learning and use effective questioning to check children's understanding and challenge their thinking. This ensures that children's progress is always satisfactory and often good.

Personal, social and emotional development

63. Children's personal and social development are good. Children enter the school with a wide range of levels of confidence and independence. The well established routines in the nursery and reception class, the close contact with parents and carers and the positive role models provided by staff ensure that they make good progress towards the expected goals and reach the levels expected by the time they are five years old.

64. Children play and work happily by themselves and in small or large groups. They co-operate well and understand about sharing equipment and taking turns. When playing a matching game, for example, they wait their turn, listen to what others have to say and respect others' views. They are also helpful to those who are learning English, modelling the teacher in encouraging them to name objects and characters in stories.

65. Children are motivated and sustain concentration in both self-chosen and teacher led activities. They respond to teacher intervention positively and actively seek to join activities that interest them. They select the resources they need with confidence, using them well and taking care when getting equipment out and putting it away. They are encouraged to be independent in managing their personal hygiene and dressing and undressing. When getting ready for PE, for example, few children need help and they all fold their clothes neatly on their chairs.

Communications, language and literacy

66. The nursery and reception classes provide an environment rich in language. The strong emphasis placed on the development of language through talk is effective in promoting children's progress. Adults encourage all children to express their feelings and experiences consistently. Adult-led activities are characterised by skilful interaction and questioning which enables children to make good progress in the development of language and communication skills and teaches them to work, play and co-operate with others. They are encouraged to talk about what they are doing, explore the meaning of sounds and new words. Children respond positively and are secure. By the time they reach the

reception class children are able to listen for sustained periods and respond appropriately to what they have heard and are making good progress in achieving many of the targets for language and literacy. They enjoy looking at books, recognising that print carries meaning, listen well to stories and develop the ability to retell familiar stories orally and by using the pictures in the book. By the time they reach the reception class the more able can read aloud accurately and make predictions about what might happen in the story. Lower attainers can recognise simple words, use picture and context cues and have an understanding of the elements of the story. Children develop their writing skills through well-planned activities that encourage them to move from isolated symbols and letters to write their own names and simple captions. Children in the nursery show an eagerness to write and adults value their efforts. By the time they reach reception they are able to write their names and spell common words with some reversals. Progress in writing is not as marked as that in speaking and listening and reading and partly due to the high proportion of children with English as an additional language. Overall children make just satisfactory progress in writing.

Mathematical development

67. Adults in the nursery use every available opportunity to promote childrens' mathematical development. For example, registration, lining up and snack-time are used to practice counting and sorting, as are number rhymes, songs and number stories such as the Three Bears. Activities are carefully planned to promote mathematical development and children in the nursery are beginning to recognise and record numbers to 5 and some to 10. For example, a group of children, when playing on the carpet, lined up the cars in colour order and counted them out. When asked, they were able to identify the first and the last. A group of children with English as an additional language were being taught to sort animals and insects according to size and count the legs. The computer is also used well to practise childrens' understanding of numbers. Children in the nursery are able to recognise simple two-dimensional shapes, but are less secure with three-dimensional shapes. When they reach reception they are working well towards the targets for mathematical development. They are able to count on, count back, order numbers and make simple estimations. They are beginning to record simple addition and subtraction, and have developed a good range of mathematical vocabulary.

Knowledge and understanding of the world

68. Childrens' knowledge and understanding of the world is promoted through a range of activities, and in all contexts, both inside and outside, pupils are encouraged to look at similarities, differences, patterns and changes and to talk about their observations. One child, for example, when experimenting with blowing coloured soap bubbles, exclaimed, 'Look, it's just like a football!' Children in the nursery are learning about themselves and others through making books about themselves and their likes and dislikes. Children drawing their favourite toy were able to clearly describe it and give a reason as to why it was their favourite. Through work on X-rays they are also learning about how their bodies work. When engaged in some activities they are given a range of options and are confident in selecting their own materials and equipment. They have opportunities to work with a wide range of materials and use pencils, pens, scissors and glue well. Through working with clay, a group of children was able to compare it with plasticine and dough, describing the feel and texture, knowing that unlike plasticine, it hardened. Children in the reception class build on the nursery experience and through work on the school building learn about location through sorting objects according to whether they fit inside or outside. Pupils, through the work on themselves, are beginning to understand that family groups may differ, and through the cultural mix of the classes that there are different beliefs and routines. They are aware of the major Christian festivals of Christmas and Easter and others such as Eid and Diwali.

Creative development

69. The nursery and reception classes provide a rich environment in which creativity and expressiveness are valued. Through design technology, art, music and dance pupils are able to express and communicate their ideas, thoughts and feelings. They have opportunities to respond to music, sing songs and match movements to music. Children in the nursery explore colour, shape and pattern and texture through their work with textiles. Through effective teacher questioning they develop the ability to express their feeling and how experiences impact on their senses. For example, children working with the nursery nurse exploring blowing coloured bubbles, were encouraged to talk about how they looked and felt to good effect. In role and imaginative play, children in the nursery act out adult behaviour, mimicking their mannerisms. A group of boys, for example, when playing ‘mummies and daddies’ with the small doll’s house acted out a scenario which firmly drew on their experience of parenting: ‘The baby’s crying it wants its milk’, ‘No, its not time yet.’ ‘I’ll go and get mummy to give it a cuddle.’ Children in the reception class have opportunities to do observational drawing through both geography and art. They are able to select crayons, pastels or paint to reproduce colour, pattern and texture as was seen in the lesson where they were undertaking observational drawings of a pineapple. Children in reception sing with enjoyment and can maintain a steady beat to music and move sensitively to music. Overall, children are making good progress towards the targets for creative development.

Physical development

70. Children in the nursery have sufficient space and equipment for effective physical development. They move with confidence and with due attention to safety. They are beginning to develop an understanding of how their bodies work and what they need to do to be healthy. The physical education lesson observed provided a range of physical challenges and opportunities for children to develop spatial awareness and body control. Children are confident and developing mastery of balancing, throwing and catching and working with large and small equipment. In the reception class pupils build on previous experience, showing good development of body control when hopping, skipping and jumping. They are encouraged to evaluate their performance changing the speed of their movements in line with the music. They are able to move alone and in pairs, in different ways at different levels. The lesson made a good contribution to their spiritual and creative development, encouraging them to express their feelings through movement and language and to respond appropriately and sensitively to music.

71. The well-established classroom routines encourage the development of manipulative and co-ordination skills. The majority of children are able to dress and undress independently and are taught to fold their clothes carefully when preparing for PE and dance sessions. Pupils use a wide range of tools and equipment safely and independently. Their manipulative skills are good and they handle small equipment, such as puzzles and scissors, well. Pupils are achieving good standards and making good progress towards the targets for physical development.

ENGLISH

72. At the time of the previous inspection, the majority of pupils were attaining standards in English, appropriate for their age at key stages. They were making sound progress in reading and writing although progress in spelling was weaker.

73. Pupils’ attainment for 7-year olds, as measured by the 1999 national tests is below national expectations when compared to all schools nationally. However pupils’ achievement is satisfactory

when the relatively low baseline scores and the significant numbers of pupils with English as an additional language and special educational needs are taken into account.

74. Pupils at Key Stage 1 are beginning to speak with confidence and to listen to one another. They enjoy reading and are beginning to develop good reading habits, taking account of punctuation which helps the expressiveness of their reading. Most understand the relationship between letters and sounds, recognise familiar words and use picture clues, although for some pupils who are at the early stages of acquiring English this can be confusing. For example, a boy found it hard to articulate that Kipper was bored because he was stuck in a traffic jam since he was unfamiliar with the phrase 'traffic jam'. By the age of seven most pupils are able to form their letters accurately. Higher attaining pupils are able to make use of a repetitive story structure to create their own pieces of writing, for example, by introducing a tiger and a hippo into a story about the 'gruffalo'. Pupils with special educational needs can contribute ideas for a story and can spell some of the most common words accurately, for example 'he', 'the', but have some difficulty hearing the different sounds made by vowels in the middle of words, for example, writing 'mat' for 'met'.

75. Pupils' attainment for 11 year olds as measured by the 1999 national tests fell below national averages when compared with all schools. When compared with similar schools, pupils' attainment was above the average. Pupils' achievement is of a satisfactory standard when pupil mobility, prior attainment and the good progress made by pupils who are learning English is taken into account.

76. In speaking and listening, most pupils are able to talk about books they have read with interest and to refer to the text to support or explain their views. They are able to describe similarities and differences in what they have read, for instance by saying that the use of repetition in the book, '*Charlotte's Web*', reminds them of '*The Iron Man*' or that a spelling joke reminds them of Christopher Robin's spelling in the story of '*Winnie the Pooh*'. Pupils make good use of the notion that stories 'solve a problem' to predict how a story is likely to develop and refer to the text to justify their opinions. In the plenary session of the literacy hour they describe the main features of characters they have invented. Some lower attaining pupils find it difficult to move from concrete descriptions of behaviour to an abstract judgment. For example, from a character kicking a dog to the judgement that, therefore, he is nasty. Most read with expression, confidence and accuracy. Higher and average attaining pupils make good use of the public library and have their favourite authors including J.R.Tolkein and J.K.Rowling. Some pupils who have recently arrived in the country and who are at the early stages of acquiring English are beginning to use initial phonics to help in their reading but pay little attention to context or punctuation. Despite this, their comprehension of what is happening in a story is better than their fluency in reading would indicate.

77. Writing is less well developed, partly because of the significant number of pupils who are at the early stages of acquiring English, but also because the school does not yet have a systematic approach to the development of writing skills. By Year 6, pupils make good use of the writing frame provided by their teacher to develop their stories and improve them by redrafting using a word processor and higher attaining pupils are beginning to develop more complex sentence structure. This approach is not apparent in lower Key Stage 2 where it needs to start if pupils are to achieve the expected levels by the age of 11. There are appropriate opportunities for writing in other areas of the curriculum and these are supported by an appropriate range of information books. Throughout the school, there are ample opportunities for pupils to practise their speaking and listening skills

78. Teaching is always good at Key Stage 1. It is good overall, being good or better in two thirds of lessons observed in Key Stage 2. Teachers have a good understanding of the requirements of the National Literacy Strategy, and use the structure of the literacy hour to give pace to their teaching. They think carefully about the learning needs of different groups of pupils in their classes and choose different learning activities to match the range of needs. However the timetabling of 'skills' sessions

duplicates the direct teaching segment of the literacy hour at the expense of other subjects of the curriculum. Where teaching is good, teachers make good use of open questions that stimulate pupils to think. In one class, the teacher made good use of National Curriculum levels descriptors to explain to pupils what they need to do to achieve a higher level. Teachers know their pupils well and have developed good relationships with them. This helps speed transitions from one learning activity to another. The explicit teaching of spelling and grammar is having a positive impact on pupils' writing but the school recognises a need to concentrate on the expressive and creative aspects of writing and to continue to develop the language of all children, not just those who are acquiring English as an additional language.

79. Good subject leadership has enabled the school to implement the National Literacy Strategy. The curriculum co-ordinator's action plan sets out a series of tasks which are concerned with improving the quality of writing, the use of assessment targets, developing the use of information technology to support literacy, improving the quality of homework, identifying opportunities for the development of literacy skills in the foundation subjects and the analysis of National Curriculum test results. The success indicators go some way to specifying the desired outcomes. They need to be strengthened to focus more sharply on raising the achievement of different groups and tackle explicitly the skills pupils need to develop in order to attain higher levels in writing. The school makes use of a variety of support to help secure the progress of pupils with different needs. The effectiveness of this support needs to be improved by better co-ordination and a more strategic view of the deployment of resources. In particular, there is a need to review the school's approach to target setting to ensure that literacy targets are short-term, measurable and achievable and focus on those learning needs that are essential if the pupil is to make further progress.

MATHEMATICS

80. Pupils' attainment as measured by the 1999 National Curriculum tests is below the national averages at both key stages when compared to all schools nationally, but is above when compared to similar schools.

81. The previous inspection found that pupils' attainment in mathematics was broadly in line with national expectations at both key stages, but since then test results have been lower than those expected for pupils nationally. In the intervening years the intake of pupils has changed significantly. The number of pupils entering the school both in the nursery and in other classes throughout the school with little or no English, together with a rise in the numbers of pupils leaving and entering the school has had a negative effect upon the school's ability to secure improvements in the levels of attainment. The school has evidence that those pupils who remain in the school throughout make good progress and the majority attains the levels expected for their age. Inspection evidence confirms this and indicates that those pupils new to the school and those with English as an additional language make satisfactory to good progress.

82. The school has implemented the National Numeracy Strategy successfully and is receiving additional support from the education authority consultant. This is beginning to improve the mental recall of number facts that the school had identified as a weakness. Inspection evidence confirms this. Pupils' inability to calculate in their heads and recall number facts quickly is having an adverse effect upon their attainment. This is particularly so for those at an early stage of English language acquisition. The additional skills lessons reinforce teaching in the mathematics lessons rather than providing opportunities to practice, reinforce and extend their recall of number facts.

83. Pupils by the age of seven, are able to add and subtract numbers to 10 with higher attaining pupils working to 20, although their ability to subtract numbers is less secure. They recognise odd and

even numbers and know the simple properties of two-dimensional shapes. They recognise and name coins and can work with these to add and subtract amounts, for example in shopping lists. Pupils, by the age of 11, are able to recite their times tables, but their mental recall is still slow. The regular sessions of mental mathematics, whilst helping pupils to explain reasoning and describe methods of computation throughout the key stage, is not yet improving attainment. Pupils' skills in addition and subtraction are built on and they are able to add and subtract to 100 and higher attaining pupils beyond this. Pupils have a secure knowledge of fractions. Higher attaining pupils can change them to percentages and decimal fractions. They are able to add and subtract simple decimals and record their work efficiently. They have a good knowledge of two and three-dimensional shape and classify them according to their properties. Pupils in both key stages make satisfactory progress and for the higher attainers it is good.

84. The quality of teaching in mathematics good overall. Nine of the ten lessons observed are judged satisfactory or better with four judged to be good. Teachers plan their lessons well with clear learning objectives that they share with the pupils. The structure of mathematics lessons is consistent across the school, starting with a mental mathematics session. These are generally brisk in pace and interactive, allowing the pupils to discuss their methods and reasoning. They are not always wide-ranging enough in variety to remedy the low-level oral and mental skills of pupils. Teachers explain the tasks carefully and ensure that pupils understand what is expected of them. In the best lessons, work is well matched to pupils' needs, resources are used well and teachers intervene in the learning not only to support learning, but also to challenge thinking. This has a significant impact upon pupils' understanding and progress. However, assessment is not always used effectively to inform teaching, and pupils' individual targets, though developing, are not yet used effectively to promote progress.

85. Pupils' attitudes to mathematics and the careful teaching, combined with the constructive relationships between teacher and pupils contribute positively to the satisfactory progress pupils make. Pupils concentrate and are motivated to succeed. Year 6 pupils, for example, were excited when discovering patterns in equivalent fractions. The teacher reinforced this excitement.

86. Effective subject leadership has enabled the school to implement the National Numeracy Strategy successfully. The co-ordinator's action plan sets out clearly the tasks to be achieved and through the monitoring programme has a clear picture of the strengths and weaknesses of the subject. She has undertaken an analysis of the results of the national tests, but as yet the findings are not impacting upon individual pupil target setting and pupil tracking. The co-ordinator acknowledges the need to pull all the strands together so that there is a greater impact upon progress and attainment. She has involved the school in a music and numeracy project to enhance the curriculum and help support the drive to improve pupils' skills in oral and mental maths.

SCIENCE

87. At the time of the previous inspection, the majority of pupils were attaining standards in science, appropriate for their age at key stages. They were making sound progress in the development of scientific skills.

88. Pupils' attainment in science as measured by the 1999 National Curriculum tests fell below the national averages at both key stages when compared to all schools nationally. The results for eleven-year-olds were well above those attained by pupils in similar schools and the results for pupils attaining higher levels were in line with those in similar schools. Pupils' achievement is however judged satisfactory when the high percentage of pupils with special educational needs and those with English as an additional language are taken into account. The year on year improvement in standards attained in the national tests from 1996 to 1998 has therefore not been maintained.

89. Pupils in both key stages, including those with special educational needs, make satisfactory progress and develop scientific knowledge and understanding at a satisfactory rate. Those pupils for whom English is an additional language and are at an early stage of fluency make good progress as a result of the effective support they receive from the teacher and support staff. Pupils currently in Year 2 are developing a sound scientific knowledge and understanding, but they use a limited range of scientific vocabulary correctly in their oral work. Pupils' enquiry skills are below expectations for their ages and although their skills of observing and talking about what they have done are sound, they have insufficient opportunities to record their work. As a result, pupils' skills in applying their knowledge within science and other areas of the curriculum are below those expected for their ages. Pupils at the end of the key stage knew the different components needed in a torch for the bulb to light, but the majority did not select a battery when trying to make a simple circuit. The higher attaining pupils knew that only metals conducted electricity and with help were successfully able to make a simple circuit. Year 1 pupils know that toys move by being pulled or pushed and some can use the word force correctly and without help.

90. Pupils currently in Year 6 have a sound knowledge and understanding across all three areas of science. They know that some solids dissolve in water and most are beginning to use scientific vocabulary to explain what happens when a solution is formed or evaporated. Year 5 pupils have a good knowledge of the heart and its purpose in the body. They are beginning to understand how it functions. They were able to accurately measure their pulse rate before and after exercise. However, standards in the range of enquiry skills are below average overall. Pupils can make sound predictions based on their scientific knowledge, and they follow instructions correctly. Pupils towards the end of the key stage are developing an appropriate understanding of the importance of fair testing, but find difficulty in applying this to a real situation. At the end of the key stage, pupils could explain what they were doing, but lost sight of what they were trying to find out. Throughout the key stage pupils' skills in drawing conclusions are weak. For example, pupils in Year 5 were able to predict what would happen, but found difficult in relating this to their original hypothesis.

91. Weaknesses in the science curriculum are a result of the limited curriculum time devoted to carrying out experimental work and a lack of precision or focus in the direct teaching of skills. Speaking and listening skills are well developed in science and numeracy and information and communication technology skills are being used appropriately in science. Writing is being developed satisfactorily in science, but pupils' ability to explain their findings accurately in writing are underdeveloped.

92. Teaching is satisfactory or better in five of the six lessons observed and of these, four are judged good. Teachers' planning in science is good and well supported by a recently revised scheme of work and policy. Teachers plan clear learning objectives indicating both the knowledge and skills to be taught, although it does not identify sufficiently the smaller steps needed to develop separate enquiry skills. The scheme of work and policy have not yet had a positive effect on pupils' progress and attainment. Good teaching is characterised by a strong and appropriate focus on teaching pupils to use the correct vocabulary. Teachers use questioning well to find out what pupils know before starting new topics and assess what they have learnt. This is strength of science teaching across the school. Pupils' work is marked regularly and consistently and provides guidance on how the work can be improved. Homework is set regularly and supports learning. Where lessons are less than satisfactory it is because of a poor match of work to pupils' ability and a lack of appropriate questioning to challenge and promote learning.

93. The school's involvement in the authority's cognitive acceleration project, ([Case@KS1](#)) that has been designed to develop pupils' ability to articulate their thinking and solve problems logically is

having a beneficial impact upon both teaching and learning. The learning of the group of pupils observed in the Year 1 class was good because pupils were given many opportunities to talk about, examine and evaluate their learning. The teacher managed the session effectively by planning the lesson with precise aims and providing good support through probing questioning.

94. Pupils enjoy practical work and are eager to contribute to class discussions. They work well together and share resources safely and co-operatively. They complete their work and most pupils complete the homework set. Behaviour in lessons is good. Pupils are attentive. In all the science lessons seen pupils showed a sense of awe and wonder. In the only lesson where the behaviour of some pupils was unsatisfactory this was linked to teaching that did not sufficiently engage them. Pupils use equipment and attempt to solve problems with confidence when the teaching of specific skills is precise and focussed.

95. The science curriculum has been led well since the last inspection. Science was a whole school priority in 1998 and the scheme of work has been effective in improving teachers' planning. Good use has been made recently of the Qualifications and Curriculum Authority's exemplar scheme of work to review and revise the school's made scheme so that it takes into account the changes to the National Curriculum. Although skills are clearly identified the school acknowledges that further work is needed to ensure a clear progression in the range of skills.

ART

96. Three art lessons were observed during the inspection and judgements are made using these, discussions with pupils and scrutiny of artwork on display in classrooms and around the school. The standards in art at the last inspection were satisfactory and pupils made satisfactory progress. The systematic development of skills was deemed a weakness.

97. The standards being achieved at the end of Key Stage 1 and 2 are judged to be satisfactory. Pupils have opportunities to explore and develop their ideas in a good range of media. Pupils at both key stages record from direct observation, from imagination and stimuli from famous artists and other cultures. For example, pupils in Year 6 have studied aboriginal art and produced their own versions. Pupils have worked with textiles to produce a wall hanging, produced a range of good quality work in batik and during the inspection week pupils were observed working with clay. There is little evidence of work in three dimensions. The display of pupils' observational drawings indicates that whilst progress is being made there is insufficient attention to the systematic development of skills progression. This is an issue being addressed by the school in implementing the new National Curriculum. Pupils' learning is enhanced through visits to art galleries and places of interest.

98. Of the three lessons observed, one was judged as very good and the remaining two as good. Pupils are well motivated and respond with enthusiasm and interest. This contributes to the good progress they make within lessons. Effective teacher intervention in pupils' learning promotes the skills necessary to achieve a quality outcome. For example a group working with pastels were shown how to vary the effects by smudging, mixing colours and using them to create strong blocks of colour. Pupils responded positively and employed some of these techniques well to create atmosphere and effect. In another lesson, the teachers' own skills were used effectively to help pupils improve their work and raise their confidence. In all the lessons observed, appropriate, good quality resources were used effectively to support the learning and support staff were well deployed to support and promote pupils' progress.

99. The co-ordinator has a clear picture of the strengths and weaknesses of the art curriculum and has an action plan to raise achievement. The school acknowledges that with the implementation of the

new National Curriculum, there is a need to provide a scheme of work that addresses the systematic progression of skills to support teachers' planning.

DESIGN AND TECHNOLOGY

100. Only two lessons were seen during the inspection. Judgements are therefore made on the basis of evidence from pupils' previous work, displays, teachers' plans and discussions with teachers and pupils. Standards in the last inspection were judged satisfactory overall. Pupils' progress was not as good as it might be due to the over-direction of lessons by teachers and the lack of development of practical skills.

101. Overall standards are below what is expected for both 7 and 11 year olds. This is due in the main to the emphasis placed by the school on literacy and numeracy. This has also meant that the scheme of work has not been implemented consistently across the school and has not yet improved pupils' progress. The standards achieved in the early years are not yet being built on successfully. However, the scheme has helped to improve the quality of teaching, which since the last inspection is now less variable. Pupils are given more opportunities to work with increasing independence and develop problem-solving skills, although this is less apparent in Year 2 and the lower junior classes. Pupils make satisfactory progress and are developing their ability to apply their design technology skills, knowledge and understanding in other curriculum areas.

102. Year 1 pupils used card and metal fastenings to make models of the human body showing their knowledge of where there are joints and how joints work. They use information communications technology and their literacy skills to write instructions for carrying out design tasks. Year 2 pupils have made attractive books that are displayed in the library, some are of the expected standard but the quality of the finished products is too variable.

103. Year 6 pupils know that there needs to be a precise purpose for a design and that this is based on an identified need. They are beginning to appreciate that the quality of the completed product depends on the care taken at each stage of the design and make process. They understand that the choice of materials depends on the intended use of the product. For example, before deciding which material was most suitable for making a glove puppet they tested a range of materials to find which one frayed less easily. They are able to modify and evaluate their design at each stage of the process. For example they made their paper pattern for their glove puppet larger before cutting it out when they found it was too small for their hand. Year 5 pupils are developing their planning skills by designing their own yoghurts through their investigation of a variety of manufactured yoghurts. They have identified and compared the taste of the major ingredients and considered the packaging. Throughout this process they have applied their knowledge of hygiene to ensure that the tasting procedure was safe. Pupils in Year 4 used appropriate tools successfully to make attractive metal wind chimes that enhance the playground.

104. Teaching is satisfactory. Planning is based on a good scheme of work where learning objectives are identified. Good use is made of the appropriate range of resources available. Pupils are well managed and encouraged to work independently and select their own materials and tools. In the best teaching pupils are enabled to develop and extend their skills in suitable contexts. For example, Year 6 pupils practised their sewing so that they could use this skill to make a glove puppet. Their expectations of the quality of the finished product were supported effectively by a display of work produced in a previous year and by appropriate teacher intervention throughout the design and make process. In the lessons observed, teachers do not always ensure that pupils are clear about the overall purpose of the task before moving to individual and small group work. Teaching supports the development of pupils' literacy skills, especially their speaking and listening, but insufficient attention is given to developing pupils' numeracy and writing skills through this subject.

105. Pupils respond well to teachers' feedback and advice and modify their work. For example, Year 6 pupils increased the size of their paper pattern when realising that the seam would make the finished glove puppet smaller than the pattern. They work well together, sharing resources and helping each other.

106. The co-ordinator is aware of the strengths and weaknesses of the subject and has made good use of the Qualifications and Curriculum Authority's exemplar scheme of work to review and revise the school's scheme. She has ensured that it takes account of the changes to the National Curriculum and provides sound guidance for teachers. Skills are clearly identified although some further work is needed to ensure progression in the range of skills and that all classes have access to the full breadth of study. The curriculum time allocated is used well so that pupils have regular opportunities over an appropriate time scale to develop a range of skills.

GEOGRAPHY

107. Pupils' attainment in geography at the last inspection was satisfactory and pupils made satisfactory progress, with some pupils in Key Stage 2 making good progress.

108. Pupils' current attainment is below national expectations at both key stages. The school has given a low priority to geography during the introduction of the literacy and numeracy strategies and although the scheme of work is based on the National Curriculum programme of study, it is not linked sufficiently to the National Curriculum level descriptors. As a consequence it does not set out expectations for pupils' skills development. For example, in the lower classes of Key Stage 2, pupils are expected to 'collect and record evidence, undertake fieldwork, make plans and maps, use maps, use secondary sources and use information communications technology', but there is no indication of what level they are expected to achieve in doing these things.

109. Teaching was satisfactory in the lesson seen at Key Stage 1 and the lesson seen at Key Stage 2. In both lessons teachers made good use of open questions, for example to help pupils articulate differences between life in London and on the remote Scottish island of Struay. This enabled higher attaining pupils to reason that there were no high rise flats on Struay because there are not lots of people living there. However such questions were difficult for some pupils. For example, a lower attaining pupil imagined that houses were built so that people could go for a walk around them. Pupils at Key Stage 2 were asked to select jobs from advertisements in the local newspaper. While this was an imaginative attempt to use first-hand evidence to build up a picture of the local economy, the difficulties that some pupils had in reading what they had selected meant that for them the focus was more on the practical task than the intended learning. In both classes, the teacher managed behaviour well and had a good relationship with the pupils.

110. The co-ordinator assumed responsibility for geography last year and accepts that the schemes of work need to be updated. He has identified the need to audit resources and to provide new resources especially for independent research, including books, CD ROMs and the use of the Internet. He has worked with the Urban Studies Centre to provide resources for local studies. He has not yet had the opportunity to see any colleagues teaching and acknowledges the need to develop his monitoring role. His action plan addresses these priorities and the part that geography should play in raising standards in pupils' extended writing although success indicators that set out what is expected do not support this priority.

HISTORY

111. Pupils' achievement in history at the last inspection was satisfactory at Key Stage 1, but fell below the expected levels at Key Stage 2. Pupils made satisfactory progress and demonstrated knowledge and skills broadly in line with expectations for the age range.

112. No history was observed at Key Stage 1 during the inspection and only one lesson was seen at Key Stage 2. Pupils' attainment is below national expectations, partly because of the low priority given to history during the introduction of the literacy and numeracy strategies and partly because the scheme of work, while setting out appropriate coverage of the National Curriculum, does not provide adequately for pupils' skills development. For example, while in Year 4 pupils are expected to "make deductions, ask and answer questions, interpret information, imagine life in the past" and in Year 5 to 'carry out independent research, discussion, interpretation, empathy and reflection', but there is no clear expectation of progress in these skills from one year to the next.

113. Teaching was very good in the one lesson seen. The teacher had acquired a range of interesting and useful resources to stimulate and support pupils' learning in black history, including a recent interview with Rosa Parks and a Neville Brothers song about her. The topic was appropriate to the class and inspired their interest and empathy. Some pupils showed impressive knowledge of Rosa Parks's place in the US civil liberties struggle acquired from their parents. All were able to imagine how it would feel not to be allowed to sit in certain seats because of your colour or to be required to give up your seat to a white person on request. The teacher made very good use of a prepared timeline that enabled members of the class to appreciate that the events described took place within the lifetime of their parents or grandparents. He also valued and celebrated pupils' writing by, for example, word-processing and displaying the following sentence written by a pupil in the previous lesson: "I think racism is wrong because we all have a heart, eyes, ears and a mouth".

114. The co-ordinator took responsibility for history in September. His action plan takes account of the need to review and revise the schemes of work and update resources. As yet he has undertaken no monitoring of teaching and learning. However, his action plan addresses these priorities and the part that history should play in raising standards in pupils' extended writing although success indicators that set out what is expected do not support this priority.

INFORMATION AND COMMUNICATIONS TECHNOLOGY

115. Since the last inspection there have been considerable improvements in the provision for information and communications technology and the quality of teaching. As a result pupils' progress in developing their knowledge, skills and understanding of information and communication technology is improved and improving. The school now has the resources and scheme of work for providing a broad, coherent and relevant curriculum that will enable information and communications technology to be developed effectively.

116. Although pupils' attainment is still below the level expected for 11-year olds, pupils in the current Year 6 class are making at least sound, and sometimes, good progress. Overall, pupils' achievement in information and communications technology is satisfactory. The standards attained by pupils in Year 2 are approaching those expected for their ages and achievement is satisfactory overall. The achievements are appropriate for the stage at which the school is in implementing its action plan for raising standards. The scheme of work, the staff development programme and the vast improvement in facilities have all contributed effectively to the improvement in pupil achievement.

117. Pupils in the early years use the mouse and keyboard to write their names with word processing software and the use of graphics programmes to create pictures and support their numeracy. In Key Stage 1 pupils have satisfactorily developed their skills and knowledge. Year 1

pupils have improved their control of the mouse by creating colour pictures and moving text. They improved the clarity and the usefulness of a set of instructions for a design technology task by editing their drafts, including making appropriate use of the numbering tool on the word processing software. Year 2 pupils have developed word processing skills appropriately and have a secure understanding of how to programme the movement of a turtle and most pupils can save and load their work.

118. Year 6 pupils can log on, retrieve and edit text using a range of styles to refine and present their work, and save and print finished work. Pupils who attend the after school computer club can use the Internet as a research tool. In science Year 5 pupils are using the Internet, with help, as another source of information for developing their knowledge and understanding of the functions of the human body. Year 6 pupils are beginning to use spreadsheets to organise and analyse information and produce graphs. The higher attaining pupils have a secure understanding of the usefulness of spreadsheets in line with expectations for their ages.

119. Pupils make at least sound progress, including those pupils with special educational needs and those pupils who are at an early stage of acquiring English as an additional language. Progress is best in the development of word processing skills throughout the school, the use of control programmes in Key Stage 1 and the use of data handling packages in the upper classes of Key Stage 2. Pupils have not yet developed skills across a sufficient range of applications to use information and communication technology as a tool to aid their learning. This limits their rates of progress. Pupils who have computers at home often make good progress.

120. The quality of the teaching is at least satisfactory and some is good. Teachers have developed their expertise and confidence considerably and their planning, which is good, is supported well by the scheme of work. Teachers use questioning effectively in whole class sessions to gauge pupil progress and understanding and this is a strength of teaching in this subject. Teachers give pupils good feedback on their work and this is effective in improving their learning. Pupils have many opportunities to develop their skills in the computer suite and in the classrooms. Direct teaching of the whole class is a common and effective feature of all the lessons seen. However, in some lessons there is neither sufficient direct teaching of the major skill, nor intervention during the learning process. This means that pupils do not make as much progress as they might

121. Pupils have very good attitudes to learning. They use computers enthusiastically and share tasks fairly and amicably with each other. Pupils work well individually, and in pairs, concentrating on their tasks and helping each other willingly by sharing skills and knowledge. They have opportunities to use their skills across the curriculum although this is still dependent on individual teacher expertise. The after school computer club affords a good opportunity for pupils to extend their skills and is attended regularly by approximately equal numbers of boys and girls.

122. Effective co-ordination has ensured that the priorities of the subject, identified in the school's development plan, have been implemented successfully, including the provision of funding to secure high quality resources. The co-ordinator has made good use of advisory support from the local education authority to provide staff training and develop schemes of work. She acknowledges that further training is necessary to ensure that teachers are confident in teaching all elements, so that pupils make sound progress across the full breadth of the curriculum. The new network suite of computers is beginning to be used well across the school and good practice is being developed and shared. The Year 5 and 6 pupils have currently been given priority for attending the after school club which is a sound use of available resources as these pupils have the shortest time in school to make the largest gains. Plans for teachers to be able to integrate the use of the networked computers in their classrooms and their use of the computer room are appropriate and will provide additional opportunities for pupils to practise their skills and extend their work across more curriculum areas.

MUSIC

123. The standards being achieved by pupils at the last inspection were just satisfactory at Key Stage 1 and well above at Key Stage 2. Pupils were observed to make good or very good progress in lessons because of high quality teaching from a music specialist. The standards being achieved currently by pupils are as expected for their age at both key stages.

124. Pupils sing tunefully in lessons and assemblies in unison and parts. At Key Stage 1 pupils have a positive attitude to music and respond well to the teaching, learning new songs quickly. They are able to keep a steady pulse and clap simple rhythms. They are able to work in small groups to explore, select and organise musical ideas as was observed when pupils composed musical accompaniment to a poem about jungle animals. By the end of the key stage pupils are able to employ different types of sounds and combine them varying the tempo and dynamics to create atmosphere and effect. They are less secure in evaluating their performance. By the end of Key Stage 2, pupils have developed an appropriate musical vocabulary and sing in 4 parts. They respond well and concentrate to improve the quality of the singing. They have an understanding of how diction, pitch control and phrase expression contribute to a quality performance. They are able to evaluate their performance to improve the dynamics and tempo and in keeping the pulse/beat when singing in parts. They respond positively and show enjoyment during lessons. Pupils have opportunities during music lessons to listen and respond to music, and through dance lessons. Music is played at the beginning and end of assemblies, but insufficient opportunities are taken to inform pupils of the composer or why the piece was chosen to help them appreciate it more fully.

125. Music lessons observed during the inspection were taken by a newly appointed music specialist. The quality of teaching in all lessons observed is satisfactory. The teacher creates a good rapport with pupils and her good subject knowledge ensures that lessons are planned to develop performing skills, subject specific vocabulary and the ability to evaluate performance to improve the quality of control and rhythmic accuracy. Her ability to play a range of instruments provides opportunities for pupils to see and hear orchestral instruments first-hand. Pupils at Key Stage 1 were entranced by a performance of part of Mozart's concerto for clarinet. An experience such as this contributes positively to pupils' spiritual and cultural development.

126. The co-ordinator has an enthusiasm for the subject, though not a specialist. She has a clear agenda for improvements and is pursuing this tenaciously. She is focused on raising achievement, perceiving the current strengths and weaknesses, and has involved the school in many local initiatives to promote staff development. She identified the need to employ a specialist music teacher in order to provide a model of good practice for staff and provide staff development through sharing that good practice. She acknowledges that with the implementation of the new National Curriculum the school needs to improve instrumental work and pupils' ability to compose and appraise music.

PHYSICAL EDUCATION

127. Standards in physical education were satisfactory in both key stages at the time of the previous inspection. The standards being achieved currently by pupils at both key stages are at least satisfactory and for some are above what is expected for their age. Gymnastics, dance and games were observed during the inspection, but from the scrutiny of teachers' planning it is clear that all the elements of the subject are covered including swimming, athletics and adventurous activities for older pupils.

128. Pupils in Key Stage 1 make good progress, acquire and develop basic skills, learn to control their movements and evaluate their performance. They also develop an increasing understanding that being active is important and the effects of exercise upon their bodies. They are taught to move and use equipment safely and develop a good sense of space and awareness of others. In dance they learn to refine their movements and combine them into sequences, paying attention to levels, speed and communicating feelings. They develop skills in travelling with, receiving and sending balls and other equipment in various ways.

129. Pupils in Key Stage 2 continue to make good progress and at the end of the key stage can move well paying attention to the quality, control and fluency of their movements. They are able to combine their movements into effective sequences, paying attention to safety and the rules and conventions of the activity. They are able to refine their performance through self-evaluation or through the modelling of their peers. They are able to work well individually, in pairs or as a group. In the lessons observed, pupils consolidated existing skills, improved them and developed new skills.

130. The quality of teaching at both key stages is at least satisfactory. In two-thirds of the lessons observed teaching is good or very good. There is a consistent approach to physical education across the school and these well established routines ensure that lessons proceed with a good pace, safely and with the full attention of pupils. Lessons start with a brisk warm-up session and the intentions for learning are rehearsed before the main activity. Teachers manage lessons and pupils effectively and this ensures that they listen carefully and respond promptly to instructions. As a result pupils remain focused throughout the lesson and this has a positive effect upon the progress they make. It also ensures that pupils enjoy lessons as was evident during the inspection.

131. The co-ordinator has provided a scheme of work to support teachers' planning and modelled lessons to improve subject expertise and teacher confidence. She ensures that lessons are supported and developed through extra-curricular activities, such as the football club, and through participation in outside events and tournaments, where the school has experienced some success.

RELIGIOUS EDUCATION

132. The achievement of pupils in religious education was unsatisfactory at the time of the last inspection. The school has addressed this issue successfully. Standards being achieved by both 7 and 11 year olds are now satisfactory. A scheme of work is in place which is firmly anchored in the local Agreed Syllabus. Work in religious education now supports pupils' spiritual development more effectively and supports the school's ethos of caring for and respecting others.

133. Pupils in Key Stage 1 make satisfactory progress and by the age of seven are beginning to have knowledge of world religions, responding thoughtfully to issues and understanding and respecting the diversity of religions. They learn about what it means to belong to a religious community and how religious texts provide patterns for living. They learn about some of the personalities, places of worship and symbols associated with religion. The school is more proactive in tapping into the rich cultural diversity of the school population. For example, pupils studying the theme of belonging were encouraged not only to talk about their own religious practices and customs, but also ask questions of two members of the school's support staff about their customs and beliefs.

134. Pupils in Key Stage 2 also make satisfactory progress. Their knowledge of and about religions is extended. The strength of the school's provision for pupils' moral development means that pupils develop an understanding of ethical and religious issues as they move through the key stage. They share opinions, respect other views and are able to reflect upon their own views and relate their

experience to those of others. For example, when discussing the story of the prodigal son, pupils were able to reflect on the school's rewards system and how that could be used on a more individualised basis.

135. The quality of teaching is satisfactory or better in the lessons observed. One lesson was judged to be excellent. Teachers now have a more secure knowledge of the requirements and plan for learning about and learning from religions. Lessons are more interactive and opportunities for discussion and reflection promote pupils' progress. These well-structured discussions make a significant contribution to pupils' skills in speaking and listening and spiritual development. Lessons are well supported through appropriate resources. In the best lesson, the use of human resources, in the form of support staff, created a direct learning experience for pupils. Some were also able to ask questions in their home language, which increased their understanding and self esteem.

136. The subject co-ordinator has successfully improved the provision for religious education since the last inspection. A programme of staff development, monitoring and resourcing has ensured that the Agreed Syllabus has been implemented effectively and that the quality of teaching is improved. She has ensured that planning takes account of learning from and about religion and supports pupils' spiritual development