

INSPECTION REPORT

SELBORNE NURSERY AND PRIMARY SCHOOL

Perivale

LEA area: Ealing

Unique reference number: 101886

Headteacher: Mr John Moore

Reporting inspector: Mrs Jayne Clemence
22629

Dates of inspection: 6 – 9 May 2003

Inspection number: 246157

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary including nursery

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Conway Crescent
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Greenford
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Appropriate authority: Governing Body

Name of chair of governors: Mrs E Henderson

Date of previous inspection: May 2001

INFORMATION ABOUT THE INSPECTION TEAM

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22629	Jayne Clemence	Registered inspector	Foundation Stage	How high are standards? How well are the pupils taught? How well is the school led and managed?
14324	Michael Hudson	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with the parents?
12367	Anthony Green	Team inspector	Science Design and technology Religious education Special educational needs Personal, social and health education	
15023	Ali Haouas	Team inspector	Art and design Music Educational inclusion English as an additional language	
1085	John Laver	Team inspector	Physical education Geography History	
11353	Janet May	Team inspector	English	How good are the curricular and other opportunities?
1224	Graham Todd	Team inspector	Mathematics Information and communication technology	How well does the school care for its pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Selborne Primary School has 324 pupils between the ages of 3 and 11, and a nursery with 50 part-time places. There is a very wide mix of pupils from diverse backgrounds and cultures; one-fifth are White, one-quarter Black and British African, with smaller groupings of Pakistani, Bangladeshi, Asian, British and Caribbean heritage. A significant minority are refugees. A very high proportion of pupils, almost two-thirds, has English as an additional language, and half of those are at the earliest stages of learning to speak English. There is a higher than average number of pupils known to be eligible for free school meals. Twenty-seven per cent of pupils are identified as having special educational needs. Of these, 16 per cent are at the first stage of identification, eight per cent are at a higher stage of need, and three per cent has a Statement of Special Educational Need. These figures are above the national average. The predominant special needs are moderate learning difficulties, behavioural learning difficulties, specific needs, visual impairment and autistic spectrum disorder. Many children start school with skills below those expected for their age, and in speaking, listening, language and communication, attainment is very low. A high proportion of teachers, two-thirds, left during the last two years. Although there is a full complement of staff, this has been hard to achieve. There is a high degree of mobility amongst pupils - currently in Year 6, 35 per cent joined the school during their junior school years. Many teachers are new to the school, new to teaching or new to their areas of responsibility.

HOW GOOD THE SCHOOL IS

Selborne Primary is a very good school with many strengths, and several outstanding features. Pupils achieve well overall due to the good quality teaching and learning throughout the school. Leadership and management are strong and robust, and the headteacher's excellent leadership has transformed the school rapidly, from one previously judged to be failing, to a thriving and successful school. The atmosphere for learning is extremely positive. The school provides good value for money.

What the school does well

- The excellent leadership provided by the headteacher, supported by very effective senior managers, ensures clear direction and strong team work, focused on raising standards.
- Effective strategies for raising standards means that pupils achieve well over time, for example in developing basic skills in literacy and numeracy.
- The good quality teaching is having a direct and positive impact on raising standards; learning support assistants make a very effective contribution to the pupils' learning.
- Assessment procedures are thorough and comprehensive in key areas; pupils' learning is tracked closely, thus ensuring that work is matched closely to their wide- ranging needs.
- The pupils' very good attitudes, behaviour and personal development, and very good provision for their spiritual, moral, social and cultural development helps them understand the principles of good citizenship.
- There is a very strong emphasis on including pupils and celebrating their diversity; pupils show pride in their own cultures and respect for others; they are thoroughly well prepared for life in a multi-cultural society.
- The effective provision in the nursery and reception ensures that children have a secure and positive start to school life.

What could be improved

- Standards in information and communication technology (ICT) could realistically be higher with more systematic use of ICT
- Strategies for developing speaking, listening, language and communication skills for pupils with English as an additional language in subjects other than English and mathematics are not sufficiently explicit or developed.
- A significant minority of parents bring their children to school late; those children miss the beginning of lessons and disrupt the start of school for others.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvements since the last inspection have been very good. The school was inspected in January 2000, when it was judged to be failing. The current headteacher started in September 2000. During that time, Her Majesty's Inspectors (HMI) visited the school regularly. In May 2001, the school was inspected, and judged no longer to require special measures. Strengths identified at that time have been sustained, and key issues addressed systematically. Systems, strategies and procedures have been developed and embedded firmly into the school's practice, and there is a strong and united staff team. There is now more good and very good teaching, and assessment continues to be refined. Trends in standards show that more pupils are reaching the higher levels, and the school is on course to meet its targets. There is clear direction and focus on raising standards further, and the school is moving from strength to strength.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	D	C	C	A
mathematics	B	C	C	B
science	B	D	E	D

Key

well above average A
 above average B
 average C
 below average D
 well below average E

Pupils achieve well over time and trends in standards show a steady improvement; for example, more pupils are reaching the higher levels by the end of Year 2 and Year 6. Children in reception are on course to meet the goals expected for their age in all areas apart from speaking and communication and language where they are close to the goals. This represents good achievement taking into account their low starting points, and very limited speaking and listening skills on entry. In the 2002 national test results, by the end of Year 2, compared with all schools, pupils reached standards that were below average in reading and well above average in writing and mathematics. In teachers' assessments in science, standards were well below average. By comparison with similar schools, standards were above average in reading and well above average in writing and mathematics. In science, standards were well below average. The proportion of pupils reaching the higher level (Level 3) was well above average in reading, mathematics and science, and in the top five per cent nationally in writing. By the end of Year 6, compared to similar schools, the proportion of pupils reaching the higher level (Level 5) was well above average in English, above average in mathematics and average in science. Inspection evidence found that pupils by the end of reception, Year 2 and Year 6 achieve well in relation to their starting points.

There are significant differences in the groups of pupils as they move through the school; for example, in any one class, there may be half of the pupils at the earlier stages of learning to speak English, another quarter identified with special educational needs, and a significant minority newly arrived to the country. In addition, there is mobility as pupils move and join the school. The school does not seek to use these factors as an excuse, but tracks rigorously all pupils' achievements to ensure they are achieving realistically over time. The relatively low results in science are a priority for the school currently, as pupils are often able to complete practical investigations, but unable to find the appropriate language and vocabulary to express their ideas and knowledge. This is directly linked to the high number of pupils with English as an additional language. The school's targets are realistic and challenging, and based on secure assessment information about the pupils' previous achievements. The effective strategies for developing the pupils' literacy and numeracy skills are having a positive impact as they are able to access other subjects more readily as a result.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; the pupils are ready and eager to learn
Behaviour, in and out of classrooms	Very good; pupils are very well behaved in class and around the school, contributing to a calm and orderly community
Personal development and relationships	Very good opportunities for personal development mean that pupils develop a strong sense of responsibility for themselves and others; the excellent relationships between pupils and with adults are based on respect for one another and consideration
Attendance	Satisfactory; a significant minority of pupils arrive late in the mornings

Pupils have a very positive outlook on school, and understand the importance of hard work and effort in order to improve further. Their attitudes contribute strongly to the harmonious atmosphere for learning. Those pupils whose parents bring them late for school in the mornings miss important starts to the lessons, and disrupt the start of the school day for others.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

The good quality teaching is having a clear impact on standards and pupils' achievements. In half the lessons, teaching was good and in one-quarter of lessons teaching was very good. In almost one quarter of lessons, teaching was satisfactory. A very small minority of teaching was unsatisfactory. Teachers include all pupils fully, and show sensitivity to their wide-ranging needs.

Strengths in teaching and learning include:

- effective teaching in literacy enabling pupils to make good gains in their literacy skills
- effective teaching in numeracy enabling pupils to use their skills practically
- good teaching in English and mathematics, enabling pupils to learn more readily in other subjects
- high expectations of the pupils to achieve their best and improve further
- very effective organisation and grouping of pupils, and work well matched to their wide ranging needs

Areas for improvement in teaching and learning include:

- more systematic use of computers in all subjects, in order for pupils' technology skills to be developed further
- greater emphasis on speaking, listening, language and communication skills, in subjects other than English and mathematics, particular for those pupils with English as an additional language
- the match of work, pace and expectations where teaching is satisfactory could be more rigorous and challenging

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good; the curriculum is relevant and includes all pupils fully; there is a very wide range of additional activities; the ICT curriculum could be developed further with more systematic use across other subjects
Provision for pupils with special educational needs	Very good; pupils are identified swiftly and supported very effectively
Provision for pupils with English as an additional language (EAL)	Good; strategies for improving pupils' language are particularly effective in English and mathematics and in small group work; in other subjects, in some cases, there is insufficient emphasis on developing language and communication skills for these pupils
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good; pupils are thoroughly well prepared for life, and have a very well-developed sense of responsibility for themselves and others
How well the school cares for its pupils	Very good; pupils' welfare and care are supported by rigorous assessment, ensuring achievements are tracked closely

The school has a very positive partnership with parents overall.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good; the headteacher's leadership is excellent; the senior management team have strong and complementary skills, and a clear focus on raising standards
How well the governors fulfil their responsibilities	Very effective; governors are very ably led; they are both supportive and challenging; holding the school rigorously to account
The school's evaluation of	Very good; there are systematic strategies for evaluating the impact of

its performance	actions on standards, teaching and learning
The strategic use of resources	Very good; resources including time, people, and finance are used very well in helping pupils achieve

There is a very good match of staff to the needs of the school. Accommodation is satisfactory, though facilities for ICT are cramped. Resources are satisfactory. The school applies the principles of best value effectively and operates at a high level of efficiency and effectiveness.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their child likes school • The school is well led and managed • They feel comfortable approaching the school • The teaching is good • Children are expected to work hard and do their best 	<ul style="list-style-type: none"> • There are insufficient activities outside school • The amount of homework is not right • They would like more information about how their child is doing at school

Inspectors agreed with all the positive comments. They did not agree that more homework should be set, and found wide-ranging activities outside school and many opportunities for parents to be informed about their child's progress.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards are improving and pupils achieve well over time. Those pupils who stay at the school throughout their primary education achieve better than others who have started more recently, as they have fewer gaps in their knowledge and learning. When compared with similar schools, in the 2002 national test results, pupils by Year 2 reached standards that were above average in reading, and well above average in writing and mathematics. In science, teachers' assessments indicated that standards were well below average. By Year 6, compared with similar schools in the 2002 national test results, pupils reached standards that were well above average in English, above average in mathematics and below average in science.
2. Many children start school with a limited range of skills and, in particular, their speaking and listening skills are very low. They settle quickly to school life in the nursery, and the provision ensures that most children are on course to meet the expected goals by the end of the reception. Children take longer to reach the goals for communication, language and literacy because many of them have very limited skills in this area to start with. Children achieve well in all areas of learning. This is due to the wide range of appropriate activities that focus clearly on developing their skills. The good provision in the nursery and reception (Foundation Stage) ensures children have a secure and positive start to school life. They settle quickly and follow well-established routines, thus developing positive work habits and attitudes towards school life. There is a significant minority of pupils who start and leave during the course of their primary school years. This means that the composition of year groups changes quite noticeably over time. In classes for older pupils, for example in Year 6, one-third of the pupils had joined in recent years, whilst others had left. Pupils in Year 2 are not the same group as when they left the Foundation Stage, and similarly, many pupils in Year 6 were not in Year 2.
3. Pupils achieve well in literacy, numeracy, English and mathematics. This is because of the good strategies and systematic use of those skills in practical situations. Pupils achieve well in reading over time, and in numeracy show clear understanding of their number skills with money, time and measurement for example.
4. The school sets realistic and challenging targets, and is ambitious for the pupils to reach high standards. This aim is supported by effective strategies for raising standards further, including rigorous assessment of the pupils' needs and efficient grouping in literacy and numeracy to maximise their learning. By the end of Year 2 in the 2002 national test results, in reading, standards compared with all schools were below the national average, and in writing and mathematics, they were well above. In addition, a higher than average proportion of pupils reached the higher level (Level 3) in English, mathematics and science. By the end of Year 6 in the 2002 national test results, standards compared with all schools were average in English and mathematics, and well below average in science. An average proportion of pupils reached the higher level (Level 5) in English and mathematics, and fewer pupils reached the higher level in science. Although there is a difference in standards by national comparison between the end of Year 2 and Year 6, there is a significant minority of pupils who leave and arrive during that time. In addition, the pupils entering the school come with relatively high levels of special educational needs, both educationally and socially, thus changing the composition of groups significantly over time.
5. The relatively low standards in science are being addressed as a priority by the school currently. It is obvious from inspection evidence that pupils are able to complete practical and investigative tasks effectively. However, many pupils with English as an additional language struggle to find the correct scientific vocabulary or language to explain their ideas and knowledge accurately. This is clearly limiting them and adversely impacting upon the science national test results.

6. The pupils' achievements are tracked rigorously and systematically over time, and trends in standards analysed carefully. This means that the achievements of specific groups or individuals are noted and any variations identified. If there are any concerns because pupils appear to be underachieving, teachers take swift and effective action, in order to make up for lost learning. An example of this rigorous approach was seen when the school analysed standards by the pupils' ethnic backgrounds, and found those from the Indian subcontinent performed consistently well in English, mathematics and science, whilst those with a Black heritage did better in science than English and mathematics, and pupils with a White UK background did least well overall. Strategies were then identified to address these issues. The school also analyses the performance of girls and boys, and those pupils recently arrived to the country in order to have a clear overview of how well the pupils are achieving over time. The senior managers and staff discuss regularly how to ensure pupils are achieving as they should.
7. Pupils with special educational needs and those for whom English is an additional language, have a similarly rigorous tracking of their achievements. It was noted for example, that pupils with learning difficulties linked to their behaviour, struggled to make the most of the learning opportunities. Small group activities were organised regularly, in order to help them settle more readily in lessons, and contribute more purposefully. This is having a direct impact on their learning in lessons, minimising the disruption to other pupils, and improving their achievements as a result.
8. Inspection evidence confirmed that pupils are reaching standards expected for their age in many areas. This reflects good achievement for pupils throughout the school over time, from their low starting points. Standards in ICT for pupils by the end of Year 6 were seen to be below average, and although pupils are achieving well from a low starting point, there are missed opportunities to develop their technology skills systematically across all subjects of the curriculum. Standards in ICT could realistically be higher if pupils were enabled to use the technology more frequently and effectively.
9. Higher attainers are achieving well as they are often challenged with work of a higher order to extend their thinking skills. Pupils with special educational needs achieve very well and make very good gains in their learning relative to their prior attainment. They make very good progress towards their individual targets because of the well-matched work and the overall very good support given by teachers, learning support assistants and the special needs co-ordinator. This represents a significant improvement since the Year 2000 report, which made the provision for pupils with special educational needs a key issue. The 2001 report acknowledged that good progress was being made in addressing the key issue and this continues.
10. Pupils with English as an additional language (EAL) achieve well, due to the focused support provided. There is scope for an even greater emphasis upon developing their speaking, listening, language and communication skills across subjects of the curriculum other than English and mathematics, in order to maximise their learning of the English language. The majority of pupils with English as an additional language, and those from different ethnic minorities including refugees, achieve well against their prior attainment. Pupils in the early stages of acquiring English achieve particularly well. This is mainly due to the careful targeting of these pupils by teachers and learning support assistants, the quality of support provided, and the prominent role of the senior management team in monitoring the pupils' progress. However, when targeted support is not available the needs of EAL pupils in subjects other than English and mathematics are not consistently identified in planning nor addressed strategically in teaching. There is no significant difference in the achievement of boys and girls. Of all groups, pupils from a White background achieve least well, but the school has a robust and sophisticated system of tracking their progress and providing the support they need.
11. Trends in standards show a steady improvement over time. This is despite considerable turbulence in the school and many staff changes. There has been good improvement in standards overall, and the leadership and management of the school has ensured a sharp focus on the pupils' achievements. There is a strong sense of ambition for the pupils to achieve and surpass their personal best, and a continued drive for raising standards further.

Pupils' attitudes, values and personal development

12. Pupils' attitudes are very good and a strength of the school. Pupils are very willing to learn and settle quickly into lessons. They respond eagerly to challenge, sustain interest and remain very attentive in classes and assemblies. Pupils are very well motivated, show a high degree of commitment and remain closely focused on set tasks. They delight in activities such as role-play. Pupils work very effectively both on their own as when illustrating a story in reception year and in group activities, for instance when considering religious artefacts in Year 4. They take due pride in their efforts and are very keen to share their pleasure in achievement with classmates and at assembly work displays. Pupils offer constructive ideas, listen to what others have to say, and their contributions to discussions are well measured and appropriate, Year 6 pupils' thoughts about moving to secondary school being an example.
13. Pupils with special educational needs have very good attitudes to class, group and individual activities. They listen well in lessons and their response to appropriate questions is good. Their behaviour in lessons is very good. They are fully involved, and socialise well. They are wholeheartedly included in the life of the school. Parents confirm their children enjoy school and work hard. Pupils' very positive attitudes greatly benefit their learning.
14. All pupils mix well across ethnic and gender differences at work and play, and enjoy harmonious relationships throughout the school. Pupils with English as an additional language, refugees and those from ethnic minority backgrounds are keen to participate fully in activities and are well integrated. Pupils are proud of their identities, share this information willingly and have a heightened sense of the identities of their peers. The school's effective focus on pupils' personal and social development contributes well to their sense of well being and eagerness to learn. The very positive attitudes make a strong contribution to the pupils' social development.
15. Pupils' behaviour has improved and is now very good and another strong feature of the school. There are no exclusions and parents are happy with the standards achieved. Pupils understand school and class rules and respond very willingly to what is expected of them. The atmosphere within the school is very calm, orderly and purposeful and pupils use corridors and activity areas responsibly. They respect school property such as computers and plants. In lessons and assemblies conduct is very good. Older pupils exercise increasing self-discipline. Playtimes are boisterous, but pupils are not intentionally rough or reckless. At lunch pupils are well mannered and friendly, making it a very enjoyable social occasion. Pupils are very polite and pleasantly inquisitive with visitors, opening doors for them and offering help in other ways. During the inspection there were no signs of abuse, harassment or aggression. Pupils' consistent and very good behaviour enhances their attainment and progress.
16. Pupils' personal development is very good. Most pupils are self-assured and have high personal esteem and older pupils organise themselves very effectively. Those who lack confidence, or are socially insecure, benefit from the advice and support they receive from staff. Younger pupils show initiative in making learning choices while older pupils undertake independent work such as historical research with notable diligence. Pupils enjoy responsibility and carry out the duties they are given with enthusiasm and pride. Classroom tasks develop pupils' self-regard, while whole-school tasks enhance their corporate commitment and "make them feel grown-up". The school council is a focal point for pupils' collective efforts. Discussions of issues like friendship broaden pupils' social awareness. They appreciate the purpose of charities, profit from educational visits and community events and have a growing sense of citizenship. Pupils noticeably mature as they progress through the school.
17. Relationships are excellent, fully inclusive and a major strength of the school. Pupils are treated with the utmost respect and they flourish under the consistent and very sensitive approach of staff. Pupils trust and have affinity with their teachers and readily confide in them when they are upset or worried. All pupils are fully included into the school community. Those from all ethnic, cultural and social backgrounds relate to one another effortlessly, and delight in their diversity and togetherness. Pupils listen to what others have to say, understand their feelings and have total

respect for different values and beliefs. Pupils show genuine concern for others when they are hurt and support anyone who is distressed. The harmony in relationships within peer groups and between older and younger pupils is excellent. In lessons boys and girls co-operate very happily and at lunch they sit comfortably at mixed gender tables. Relationships are further enhanced during residential visits and in many activities outside lessons. The strong personal development and excellent relationships impact directly on the pupils' moral awareness and understanding of good citizenship.

18. The clear emphasis upon considering one another, celebrating and respecting differences and recognising the unique contributions of individuals has a direct effect on the pupils' spiritual awareness, and the value of life.
19. Attendance has improved since the last inspection and is now satisfactory. In the present school year it is in line with the national and local averages. Unauthorised absence is also in line with those averages. Punctuality is unsatisfactory. During the inspection an average of nine per cent of pupils were late in arriving each day for the morning session. This is disruptive for all pupils and has a negative impact on their learning. Registration is prompt and efficient and pupils answer politely.

HOW WELL ARE PUPILS TAUGHT?

20. The quality of teaching and learning is good overall throughout the school. In half the lessons during the inspection, teaching was good and in approximately one-quarter, teaching was very good. In almost one-quarter of lessons, teaching was satisfactory. A very small minority of teaching was unsatisfactory. Teaching in the nursery and reception was good overall, with very good features. In Years 1 to 6, teaching was good, with some very good teaching observed. A small minority of teaching in part of Year 2 has scope for further improvement, in order to match the good quality seen elsewhere.
21. Areas of teaching and learning where the school is particularly effective include:
 - good teaching of the National Literacy Strategy and English, enabling pupils to make good gains in their literacy skills; this in turn is having a direct impact on their learning and progress in other subjects, as they are able to read, write and communicate their ideas more readily;
 - good teaching of the National Numeracy Strategy and mathematics is having a positive impact on the pupils' mathematical knowledge and skills as they learn to apply them in a range of practical situations;
 - very efficient organisation and grouping of the pupils for literacy and numeracy lessons, ensures their wide-ranging needs are met appropriately;
 - very effective use of learning support assistants; they understand clearly their contribution, and as a result, make a strong impact on the pupils' learning in lessons;
 - very good use of resources in lessons; as a result, the pupils remember their learning from previous lessons efficiently;
 - appropriately detailed planning, so that pupils make progress systematically in their skills and knowledge of subjects;
 - high expectations of the pupils' behaviour ensures there is a positive and well-ordered atmosphere for learning, where pupils concentrate and focus on improving their work;
 - careful attention to the presentation of the pupils' work ensures it is legible, tidy and may be referred to for future reference; teachers mark work systematically, identifying areas for further improvement in the process;
 - efficient questioning of the pupils to assess their knowledge, and effective recapping of their understanding at the end of lessons, in order to emphasise key learning points;
 - excellent relationships between pupils and with adults means a harmonious atmosphere where pupils learn readily, feel confident to ask for help, and identify areas where they need to have further explanations, in order to be secure in their understanding.

22. Areas of teaching and learning where the school could improve include the following:
- teachers are not always making effective or systematic use of computers in lessons to assist the pupils in their learning;
 - there is scope for greater emphasis and focus on the pupils' speaking, listening, language and communication skills; particularly those for whom English is an additional language;
 - the match of work, pace and expectations, where teaching is satisfactory could be more rigorous and challenging in order to increase the amount of learning in lessons, and maintain the pupils' interest more effectively.
23. Teaching and learning in Years 1 to 6 are good in English, mathematics, science, ICT, music, physical education and religious education. Teaching is satisfactory in art and design in Years 3 to 6, and satisfactory in design and technology throughout the school. No judgement was made for the quality of teaching in art and design and history in Years 1 and 2, as there was insufficient evidence.
24. The quality of teaching of pupils with special educational needs is very good overall because of the generally very good support they receive in class lessons, which contributes well to the very good progress they make. Pupils are fully included in all lessons, and withdrawal from lessons is mainly for occupational therapy exercises. Work is generally very well matched to their specific needs. Where work is not as well matched as it could be, this is because of the inexperience of the teachers concerned in planning for pupils with special educational needs. Overall, however, pupils are challenged and their targets are met very well. Individual Education Plans are kept up-to-date and targets are reviewed regularly. The plans are easily accessible to teachers and learning support assistants, so that they have a very good understanding of pupils' individual targets. Teachers' daily planning, especially in subjects other than English and mathematics, does not always specifically identify the lesson objectives for pupils with special educational needs and particularly for those with statements. There are very good liaison procedures between the class teachers and the learning support assistants, which ensures that they provide very good support for pupils in the class or when withdrawn. They give good feedback to teachers about pupils' progress, which informs the next stage of learning. The knowledgeable and well-trained learning support assistants make a very good impact on pupils' learning, especially in small group activities. The management of pupils is very good and, as a result, they behave very well overall.
25. The quality of support for pupils with English as an additional language and those from a different ethnic background is good. In all classes, information on pupils is effectively compiled in a class profile enabling teachers to develop good knowledge of the pupils and of any factors that are likely to impact on their progress. Where support is most effective, pupils are targeted by teaching assistants and given intensive help during group work. Pupils in the early stages of learning English receive effective support from the EAL specialist assistants with a good focus on basic skills linked to work in literacy. In one instance, in an art lesson, the assistant used stories with plenty of illustrations linked to the theme of buildings, enabling pupils to describe them and used good questioning to stimulate their oral response. In another lesson, in literacy in Year 3, the teacher specifically prepared a visual worksheet and discussed the pictures with the EAL pupils to stimulate their writing on where the cat could hide around the house. What makes these examples stand out is the attention given in planning to identifying the language demands of the activity and using them to develop pupils' language skills within a meaningful context. However, this approach is not consistently applied to subjects apart from English and mathematics.
26. Examples of very effective teaching include:
- **A Year 1 science lesson where pupils were sorting a range of materials according to their properties.** Resources were very well chosen and organised to maximise the pupils' learning and all pupils were fully included in the activities and discussing their ideas sensibly with one another. The rigorous pace and very efficient use of time, ensured that all pupils made very good gains in their scientific enquiries, and the vast majority of pupils could identify the different materials by their properties at the end of the lesson.
 - **A Year 1 English lesson where the pupils were learning the letter sounds of the alphabet, and spelling strategies for simple words.** Teaching was precise and accurate in its reflection of the National Literacy Strategy. The pupils' reading skills were being reinforced

most effectively and the basic principles of punctuation and grammar were being used correctly. The pupils were encouraged successfully to form their letters carefully and, as a result, the presentation of work was clearly improving.

- **A Year 2 physical education lesson where the pupils were learning a series of controlled movements.** In a very short space of time, pupils of all levels of attainment made very good gains in their learning, due to the teacher's very effective management strategies. There were high expectations, and thorough knowledge of the subject, with the ability to set and maintain a very productive working atmosphere. Pupils showed a clear sense of pride, achievement and effort in their work.
- **A Year 4 religious education lesson, focused on the different features of Judaism.** The very secure subject knowledge ensured accurate explanations and descriptions of the different features of Judaism and the importance of the Torah; the detailed planning and use of the video, stopping at strategic points to emphasise the learning; the rigorous use of questions such as "Why do we treat Torah like a king?" The strong teaching resulted in pupils that were very interested, concentrating fully on their learning and listening intently to one another's ideas and views.
- **A Year 4 English lesson where pupils were considering alternative endings to a given story.** The strong teaching ensured that pupils of all levels of attainment were able to participate fully, and made very good gains in their learning as they were helped to recognise and improve their story writing technique. Tasks were very well matched to the pupils' needs, and the very efficient management of time and pupils maintained a clear focus and sense of urgency to the activities. Pupils had very effective opportunities to discuss their ideas with a partner, and share their work at the end. There was a very positive atmosphere for learning, where pupils showed a genuine enthusiasm for their learning.
- **A Year 6 mathematics lesson focused on fractions, decimals and percentages.** Teaching was sharp, precise and effective in helping the pupils to interpret a pie chart in order to solve problems. The very good planning ensured that the pupils' wide ranging needs were met very effectively. The high standards and expectations set by the teacher, for example in correcting the pupils' use of language and mathematical vocabulary, helped pupils to learn appropriately from their mistakes.

27. In order to improve teaching and learning that was only satisfactory, the match of work, pace and challenge should match that seen elsewhere in the school. The teaching that is already good or very good, would be enhanced further by greater emphasis on developing the pupils' speaking, listening, language and communication skills, and particularly those of pupils for whom English is an additional language. This in turn is likely to have further impact on the school's overall standards as there are so many pupils within this grouping.

28. There have been very good improvements in the quality of teaching and learning as there is now more good and very good teaching, less satisfactory teaching, and the vast majority of unsatisfactory and all poor teaching has been eradicated effectively.

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

29. The quality of learning opportunities in the Foundation Stage is good and a stimulating learning environment has been created for them. All teachers plan together, to ensure systematic development of the children's skills through the Foundation Stage. Teachers and support staff work closely together and monitor the progress made by children very carefully. The quality and range of learning opportunities are also good in Years 1 to 6 and these good learning opportunities have been maintained since the previous inspection. Schemes of work have been updated and the curriculum complies with statutory requirements. The curriculum for ICT is underdeveloped in its use of control technology. Teachers' planning is good and all classes with similar aged pupils have the same learning experiences through effective co-operative planning and evaluation by teachers in the same year groups. This has helped to ensure that pupils' learning is consistent across the age and attainment range. In the two mixed-age classes, some subjects are taught on a two-year cycle to make sure that pupils do not repeat the same topic. The school has updated all its subject policies. They are appropriate, clear and straightforward. The curriculum requirements are

fully met, including religious education, personal, social and health education, sex education and drugs education.

30. The school has met the needs of the wide spectrum of pupils more effectively by grouping older pupils by attainment in English and mathematics in Years 5 and 6. Literacy and numeracy are used well in other areas of the curriculum to extend the learning opportunities of pupils. There is very good equality of access and opportunity for all pupils and good arrangements are made for the gifted and talented pupils so that they are suitably challenged. Requirements in the pupils' Statements of Special Educational Needs are well met. The requirements of the Code of Practice for supporting pupils are fulfilled well. All pupils, whatever their background, have appropriate access to the full curriculum, including activities organised outside the school day. Boys and girls participate on an equal footing in most activities on offer. All activities including the choir, for instance, are open to all pupils irrespective of their ability. Pupils with English as an additional language, refugees and those from a different ethnic background are fully involved in all activities. The school has an extremely positive inclusive atmosphere, and this is amply reflected in its attempt to draw on and affirm pupils' cultural identities.
31. Each member of the school community is valued and the inclusive ethos of the school is a real strength. The emotional and physical well being of each pupil is given a high priority, and respect for oneself and others is well integrated in to the work on citizenship. There is a very good range of extra-curricular activities to involve and stimulate pupils – such as the wide range of musical activities from the brass band, to the choir where all pupils are encouraged to participate. There are a considerable number of sporting activities, which are strengths of the school. Outside organisations help to run short courses such as in football, tennis and tag rugby. There are residential visits arranged for pupils in Years 5 and 6, which support classroom learning but also help develop the pupils' personal and social skills. A lot of visitors and education excursions also contribute to the rich range of learning experiences for pupils and they partake of these with enthusiasm.
32. The school has established a good range of effective links with agencies and other educational establishments. Good links have been forged with playgroups. Links with the secondary schools are supportive and help with the smooth transition of pupils to the next phase of education. There are good links with local churches, and homes for the elderly and the school participates regularly in the Ealing musical events. The provision for personal, social and health education is very good. There are clear and well-structured policies to support this area of the school's work. An appropriate range of topics is covered in the school's personal social and health education (PSHE) programme based on a recognised scheme of work. Circle time is effectively integrated into the PSHE programme and is sufficiently flexible so that it can be used to respond to the needs of pupils or the class at times of stress. Religious education, assemblies and science provide effective vehicles for the good promotion of the personal and social development of pupils. Issues relating to school life are discussed in the school council, and pupils undertake the responsibility of representing their class and their school very seriously.
33. The provision for pupils' personal, spiritual, moral, social and cultural development is very good overall and has improved since the Year 2001 inspection when the provision for spiritual development was judged to be sound and moral, social and cultural development was 'well catered for'. The provision for spiritual development is now good. The school provides an ethos where pupils can grow and flourish and can explore their feelings and responses and what drives and motivates them. Pupils' self esteem is strongly promoted and respect for each other is successfully modelled by all adults in the school. Pupils' questions are valued and time is given to their ideas and concerns. 'Bubble time' is used well throughout the school, where pupils can indicate on a bubble display if they have an issue they wish to discuss in confidence with an adult. 'circle time' is also used well to discuss as a class issues of importance and concern with each other.
34. Religious education plays a good part in spiritual education. Pupils are helped to explore the beliefs of other cultures as well as their own. The legal requirement that the school provides a daily act of collective worship is being met and assemblies are used to celebrate the many faiths and cultures in the school and the wider community. During assemblies a candle is used as a focus

for a moment of quiet reflection. Teachers and learning support assistants value pupils' questions and responses. Through a well-balanced and relevant curriculum the school provides opportunities for pupils to take part in many activities that will help them understand the importance of sustained effort, for example, through extra-curricular sporting activities, music, dance, technology and the setting of homework. Although opportunities for spirituality are not always planned for in lessons, numerous examples were seen during the inspection week. For example, in science, pupils' sense of achievement could be felt as they managed to complete a simple circuit and light a bulb. The school's good provision for spiritual development is enabling pupils to flourish in a climate of aspiration and ambition.

35. The school takes very good measures to promote moral development. Adults apply the behaviour policy consistently, so that pupils know how they are expected to behave. Pupils have a clear sense of right and wrong. Rewards are used well. Year 6 pupils interviewed during the inspection said that they appreciate the reward system and that all adults treat them fairly. Personal, social and health education lessons and assemblies contribute positively to pupils' moral development. For example, in a Year 3 to Year 6 assembly the headteacher spoke touchingly about a pupil from Kosova and the life he had left behind and the friendship, help and support he was given by all in the school from his arrival until he left to go to his secondary school. Pupils are becoming morally aware, and this is reflected in the generally very good behaviour in lessons and around the school.
36. Provision for social development is very good. This is reflected in the very good relationships throughout the school. In all year groups, pupils are given opportunities to exercise responsibility. For example, representatives from Year 1 to Year 6 make up the school council and older pupils have office duties. The school council plays an important role in the life of the school and the two pupils elected as chair and secretary also attend regional meetings of school councils. A "buddy" system is used well whereby older pupils support younger pupils in a variety of activities. Pupils also have learning buddies within their own class. Year 3 pupils support Year 2 pupils well as they make their transition to the junior part of the school. Weekly social skills groups are used well. Pupils who are developing their social skills work closely with pupils who model good skills. The school has recently introduced peer mediation, where a pupil can discuss face to face, and in a safe environment, issues with a pupil who has caused upset. There is a good take-up of after school clubs. The football team plays matches against other schools. Elderly neighbours have been invited to the school for Christmas tea, which successfully involved many of the pupils from all year groups, who made cards, biscuits and served tea. All these opportunities are producing confident pupils with very good attitudes to each other, to adults and to learning.
37. The pupils' respect for feelings, values and beliefs are excellent, and pupils are thoroughly well prepared for life in a multi-cultural society. The school's strong emphasis upon including all pupils, regardless of their differences or backgrounds, means that everyone is valued individually. The pupils' cultural diversity is respected greatly and therefore they are proud to celebrate their differences in many ways, for example in dress, language and customs. This adds further to the rich opportunities pupils have for learning from one another, respecting and tolerating differences and building genuine understanding of many cultures from across the world. In addition, pupils establish strong friendships with friends from very different cultures than their own. These features are ensuring excellent foundations for the future, and harmony within the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The procedures for assessing pupils' attainment and progress have improved significantly since the last inspection. They are very good in the core subjects of English and mathematics. The assessment co-ordinator meets termly with each teacher to plot the progress of individuals and different groups of pupils. The needs of gifted and talented pupils, lower and higher attainers and those pupils having English as an additional language are carefully considered. The information gathered at tracking meetings is used very effectively to determine where extra support is needed for focus groups, booster and springboard classes. Last year, for example, writing in Years 3 and 4 and phonics (learning letter sounds) in Year 1 were areas identified for improvement.

39. Whilst the school has concentrated on developing assessment in the core subjects, it is fully aware that this now needs to be extended to other subjects of the curriculum where it is less well developed; for example, history, geography, physical education, art and design and design and technology.
40. There are very robust systems in place to track pupils' progress as they move through the school, including a wide range of the school's own information. There is effective use made of information from the local education authority to track the performance of different racial groups within the school's population. For example, pupils with backgrounds from the Indian subcontinent perform consistently well, whilst pupils with a white UK heritage perform least well. A system is in place where the school can now measure value added by the school in terms of the different points of entry when pupils join Selborne Primary School.
41. The marking policy has been updated and is being used effectively by teachers. The comments in pupils' books give praise where appropriate, and importantly, show pupils how they can improve their work. This is an improvement from the last inspection when marking was judged not to be sufficiently evaluative. Portfolios of moderated work, whereby pupils' standards of work are compared, have been recently introduced in the core subjects of English, mathematics and science, and are another effective way of comparing and measuring pupils' progress. Since the last inspection reading records have been improved and now focus on specific areas of learning requiring practice.
42. The arrangement for the assessment and identification of pupils with special educational needs are good and are being implemented in accordance with the special educational needs Code of Practice. Teachers and learning support assistants know their pupils very well. Pupils' gains in knowledge, skills and understanding are very good. Records are up to date, which helps to monitor progress and inform future planning. Individual Educational Plans (IEPs) contain very specific and measurable targets and manageable strategies for achieving those targets, which are discussed with pupils. However, pupils do not have a personal copy of their plans or a simplified version to refer to in order to be fully aware of and to track their own progress. Individual Education Plans are regularly reviewed by the co-ordinator with the class teachers and learning support assistants in order to monitor progress. The monitoring and support for pupils with a Statement of Special Educational Need is very good. Their annual reviews show good progress, and sometimes very good progress, and outline future targets. The support given by the learning support assistants for pupils with statements is very good and leads to good progress by the pupils. Liaison with outside agencies and external support staff, for example the occupational therapist and speech and language therapist, is good.
43. There are very good procedures for identifying pupils who need extra support and guidance. This leads to pupils of all abilities and ethnic background being fully involved in lessons and school life. The initial assessment of the needs of pupils who are in the early stage of learning English has led to effective provision for these pupils, who make very good progress in relation to their ability and home background. The system of tracking used by the school is highly effective as it is clearly focussed on the comparative achievement of different groups and results in good deployment of support where it is needed. All groups of pupils within the school community feel secure, and benefit greatly from the positive ethos of the school and the emphasis it puts on personal development. This is reflected for instance in the attention given to specific groups of pupils who need additional support to develop their social skills including a group of EAL pupils.
44. One of the strengths of the school is its very good procedures for caring for pupils, reflected in the extensive amounts of educational and personal support and guidance provided at all levels. The school gives a high priority to this aspect of its work and monitors the welfare and development of pupils extensively and effectively. Child protection procedures are firmly established and well known by staff. The school has good relationships with external agencies as an additional means of safeguarding pupils' welfare. For example, as part of the programme for ensuring the smooth transition of Year 6 pupils to local secondary schools, Selborne is part of a local authority initiative providing additional circle time to develop the confidence of more vulnerable pupils about to take this step. Considerable use is made of circle time and the personal, social and health care

programme to develop all pupils' confidence and sense of worth. Parents are fully involved in the caring and support process: in addition to the detailed annual reports, there are three parents' evenings a year, plus additional opportunities for parents to discuss their child's progress on an occasional or regular basis, and these opportunities are highly valued.

45. Arrangements for the supervision of pupils at break times and lunch times are good, and consequently pupils feel secure outside the classroom environment. Teachers, learning support assistants and other staff know the pupils well and make them feel valued. There are very good procedures in place for monitoring behaviour. The procedures are clearly known to staff and pupils. The school employs a wide variety of reward systems to encourage good behaviour. Where disciplinary measures are required, in addition to a series of graded sanctions, the procedures provide opportunities to involve pupils themselves facing up to unacceptable behaviour. Consequently they are able to integrate better into the classroom through a range of activities such as participation in social skills group counselling. The success of the school's procedures is evident in the enthusiasm which the pupils have for the school not just as a place for work and play but as a fully supportive and caring environment.
46. Procedures for monitoring and improving attendance are good. The school actively promotes good attendance and pupils' absences are closely monitored. When parents do not follow the absence procedure they are contacted by the school and asked to do so. Parents are regularly reminded of the educational disadvantages of taking their children on holidays in term time and applications are required. Class awards are made for good attendance. A significant number of parents do not ensure their children arrive at school in time for registration. Although late arrivals are noted and parents informed, this has little impact on some parents and the school is considering further measures to improve response. Attendance registers are neatly and accurately maintained and meet statutory requirements. The school works closely with the education welfare service, and in particular in its efforts to improve attendance and punctuality. This is having a positive impact on some, but not all families, despite the school's best efforts.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. Parents' views of the school have improved markedly since the last inspection and are now good. Attendance at the parents' meeting was good and the response to the parent questionnaires was above average. Opinions expressed at the meeting, through the questionnaires and during the inspection show that a large majority of parents support the school's provision for their children.
48. Parents say the school is well led and managed, teaching is good, and their children work hard and make good progress. Parents confirm their children enjoy school, they are becoming more responsible and mature, and their behaviour is good. Parents further affirm they are happy with the home-school links and the information they receive on children's progress, and that they find it easy to approach staff with questions and problems. Inspection evidence upheld these views.
49. Some parents question the amount of homework their children are given while others disagree that the school offers an interesting range of activities outside lessons. Evidence gained during the inspection did not support these views. Homework was found to be suitably programmed across pupil year groups and the range of activities was judged to be very good for this type of school.
50. The school has worked hard to improve its links with parents and has been successful in doing so. The partnership is now very good, fully inclusive and a strength of the school. Pupils' attainment and learning have been substantially enhanced.
51. The quality of information provided for parents, including that on pupils' progress, is very good. Class teachers are always available to speak to parents after school. The three parents' evenings each year are well attended, as are parental workshops such as that on helping with mathematics. Regular notices and newsletters keep parents up-to-date with school activities and curriculum and homework programmes. School reports are very good. The reports provide a short commentary on pupils' efforts and achievements across the curriculum with some general remarks on their attitudes and relationships. Clear targets are given for core subjects. Liaison with parents of pupils

with special educational needs is good. They are aware of the point of contact in the school and are given the opportunities to share in the targets of the Individual Educational Plans. Parents receive copies of Individual Educational Plans and are invited to discuss them with the co-ordinator and class teacher. However, although parents' comments are noted on the Individual Education Plans, they are not given the opportunity to sign the plan to confirm that they agree with the targets or to write their own comments. Parents of pupils with a Statement of Special Educational Need are kept fully informed and are given opportunities to be involved in reviewing the targets set for their children, in accordance with the Code of Practice. The prospectus and governors' annual report are well structured, easy to read and impart useful information. They meet statutory requirements. Parents know the complaints procedure.

52. The Friends of Selborne is very active in fund-raising to improve the quality of school resources such as those in the junior play area. An important event each year is the International Evening to which parents come in traditional dress and provide a variety of foods and entertainment. The school has the full confidence of all the communities represented.
53. The impact of parental involvement in the work of the school is satisfactory. The school values the part parents play in pupils' education and welcomes their interest in all aspects of school life. An annual questionnaire seeks views on the school's performance. The school encourages parents with more basic skills in speaking English to attend local literacy classes. This is a very effective strategy in supporting families and pupils alike. Some parents attend class assemblies and school events such as concerts, and more assist with educational visits. However very few parents come into school to help in lessons or with activities, even in nursery or reception year classes. Many parents provide little help with homework and infant homework diaries are not well kept. A significant number of parents fail to conform to their undertaking in the home-school agreement about punctuality.
54. Although most parents support and enrich their children's education, some still do not fully recognise the importance of their role in reinforcing the school's work. They rely heavily on school staff and contribute little themselves either to the learning process or the school community. Many pupils would benefit both in academic performance and personal development by greater parental involvement.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. The leadership and management of the school are very good, and the headteacher's leadership skills are excellent. The headteacher has been exceptionally effective in transforming a failing school to one that is thriving, successful and moving from strength to strength, in only eight terms. The school was removed from special measures only two terms after his arrival, and, just two years from that date, the school is now judged to be very good, with many strengths in key areas of its work.
56. The senior managers have strong and complementary skills and together make a very strong team. Leaders of the Foundation Stage, Years 1 and 2, and Years 3 to 6, maintain close links, and communication between the different phases of the school is strong. This ensures that communication flows freely between staff about the pupils, their needs and achievements, and brings about a high level of consistency when implementing policies.
57. The deputy headteacher, newly appointed at the beginning of the academic year, provides an excellent role model for staff and pupils alike, and has already made a clear and strategic contribution in developing key areas of the school's work, including provision for pupils with English as an additional language, special educational needs, and improving the pupils' social skills. The headteacher and deputy headteacher have very different management styles and approaches, and both are strong and complementary to one another. This creates a very strong senior management for the school. Those staff with middle management responsibilities are very efficient and effective in their work, and understand how they contribute into the bigger picture of school life.

58. The leadership by Special Educational Needs Co-ordinator (SENCO) is very good. Although relatively new to the school, his impact on the provision for pupils with special educational needs has been very good. He is very well qualified for the post, having been an advisory teacher for special educational needs and so has a very good understanding of his role and of the Code of Practice. Individual Education Plans have very specific and measurable targets for pupils, as recommended in the Code of Practice, and they are reviewed regularly. The education plans are discussed with pupils and parents and parents are given a copy. Learning support assistants consider themselves to be very well supported by the co-ordinator and feel positive about their roles. They are given regular opportunities to discuss pupils' targets and lesson plans with the class teachers and systematic opportunities to discuss issues with the special needs co-ordinator. The responsible governor for special educational needs is new to the position and is gaining a clear grasp of the issues. Good links have been established with outside agencies, for example the educational psychologist, occupational therapist and speech therapist, which also impact positively on the pupils' progress.
59. The deployment of the Ethnic Minority Achievement Grant (EMAG) is effectively targeted to provide for specialist teaching and enhance provision for EAL and refugee pupils. The management of provision for EAL is very good with both the deputy and headteacher showing a clear understanding of issues related to including all pupils. This is clearly reflected in the harmonious relationships between pupils and pupils and staff. The school has managed a remarkable match of many staff who speak the pupils' languages and this diversity makes the school distinctively inclusive. There is a good range of resources reflecting cultural diversity and a range of positive images of black people displayed around the school both of which convey an unequivocal message about the values and the ideals the school holds.
60. The headteacher has built a very strong team, from one that was previously reported as fragmented, divided and lacking in direction. The staff are highly supportive of one another, willing to reflect on their own professional practice, and move forward, taking on new ideas where appropriate. Many staff choose to contribute considerable effort over and above their responsibilities to the overall benefit of the pupils, school and wider community. The school has clear aims and school policies, where previously there were none, and systems are straightforward to understand and follow. The use of technology to minimise bureaucracy is currently underdeveloped, for example ICT for curriculum planning.
61. There is a very good match of teachers and support staff to meet the demands of the National Curriculum. The accommodation is satisfactory overall, and best use is made of the available space. Within this judgement, there are some weaknesses including the size of the ICT suite, and the quality of the nursery accommodation. There are plans for complete refurbishment of the nursery to take place during the summer of this year. The ICT suite is cramped and poorly ventilated, and limits the opportunities for pupils to access the resources as a whole class, due to its size. The quality of learning resources is satisfactory, though there is scope for increasing the range of library materials for pupils.
62. The priorities for the school's development are wholly appropriate. They are set out clearly in the school's development plan, and staff and governors make a useful contribution to its contents. The headteacher has rightly prioritised tasks in order to maintain a realistic workload for newly appointed staff and those new to their areas of responsibility. Many teachers are new to leading their subjects and relatively new to teaching. The headteacher has wisely deferred their tasks of monitoring the quality of teaching and learning until appropriate training has been followed, and staff have had time to settle into the school themselves. In another example of prioritising strategically, there has been a focus on assessment in the core subjects, whilst formal assessment in other subjects has taken a secondary priority.
63. The school's inclusive approach to strategic planning has brought about a high level of ownership, sense of responsibility and accountability for what happens. The school's priorities are budgeted for carefully and rigorously. Systems for monitoring and evaluation are very effective and rigorous in their approach. There is a systematic strategy for observing teachers, at least twice a year formally, and more often informally, providing feedback and identifying areas of strength and further

development. There are very good strategies for appraising staff and managing their performance. The rigorous tracking of the pupils' achievements adds much relevant evidence to this process. The headteacher, deputy headteacher and leaders of Years 1 to 2 and Years 3 to 6 monitor planning regularly, scrutinise the pupils' work, and the assessment leader discusses pupils individually with the relevant members of staff. The senior managers are fully aware of any pupils who appear to be underachieving, as well as those who are exceeding expectations, and discuss further strategies to ensure pupils are achieving what is realistic in relation to their starting points. Teachers are very well supported and new teachers have very effective support. There is a very positive, professionally supportive atmosphere for new staff, ensuring that they settle quickly and become part of the team swiftly.

64. The chair of governors has a clear and comprehensive understanding of the school, its relative strengths and weaknesses. The governors are very ably led, and they have a sharp and strategic overview. They are organised strategically, and committees run most efficiently to maximise everyone's contributions. Governors have shown much tenacity and determination in seeing the school through a very difficult phase as they themselves were previously judged as poor. The governing body is very effective in holding the school to account, and has a healthy balance between support and challenge for the school's work. Reports to governors are questioned rigorously and no assumptions made as governors have different areas that they pursue and gather evidence in support of the school's effectiveness. Governors have many relevant skills in areas of finance, education, buildings, survey and personnel and they add considerable expertise into the governance and direction of the school.
65. The strategic use of resources including people, time, money and resources is very good. There is informed discussion about the use of specific grants, and rigorous oversight of finances and spending. School administration is most efficient and there is a calm, welcoming atmosphere created by the administration staff. Staff responsibilities for the maintenance and upkeep of the premises take a keen interest in its presentation.
66. There is excellent capacity to improve further with the present leadership and composition of the team. The headteacher sets high standards and has developed a team that is both ambitious for the pupils, and is a group of teachers who are professionally supportive of one another. There is an excellent and inclusive atmosphere, where everyone's contribution is valued, individuals are respected and differences celebrated. The school is a harmonious community, aiming for high standards academically and socially, and seeking ways to improve itself continuously. The school places strong emphasis upon including everyone, promoting racial harmony, and ensuring race equality through its policies and practices. There has been excellent improvement in the quality of leadership and management overall.

Personal, social and health education

67. Provision for personal, social, and health education is very good and is being very well co-ordinated. It is firmly established in the day-to-day teaching and life of the school and is effectively planned for within a range of topics or themes. These themes are used effectively to promote the pupils' sense of responsibility, to develop their self-confidence and sense of self worth, and to enable them to form very good relationships with each other. For example, the school uses circle time, which is an opportunity for pupils to sit in a circle and talk about issues of importance to them. Within these issues, teachers develop pupils' understanding of self-respect, co-operation, empathy for others and taking responsibility. The school council, comprising of pupil representatives from each class, is encouraging well the values of citizenship amongst the pupils. For example, during the inspection week, the council discussed the plans and quotations of the proposed refurbishment for the junior playground and sensibly debated the pros and cons of different playground furniture on the plan. The school has gained recognition of the national 'Healthy School Award' through events and topics such as a 'Walk to school day', providing a portion of fruit each day for all pupils in the early years and Years 1 and 2, and visits by the fire brigade, police, a dental hygienist and cycle training. Sex education and substance misuse is taught in accordance with the policy of the governing body.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

(*indicates the issues are already part of the school's development planning and priorities)

(1)* Raise standards in ICT by:

- developing the pupils' ICT skills, including control technology, systematically across all subjects of the curriculum;
- using ICT resources, including the ICT suite, more efficiently to maximise the pupils' learning.

(As referred to in paragraphs 8,35,112,118,123,128,134,135,136-142,158)

(2)* Raise standards further for pupils with English as an additional language by:

- developing their speaking, listening, language and communication skills systematically across all subjects of the curriculum, giving priority to science and the foundation subjects.

(As referred to in paragraphs 5,10,25,33,105,110,111,117)

(3) * Identify stringent measures to ensure parents bring their children to school on time.

(As referred to in paragraphs 19,52,59)

The school may also wish to consider the following less important issues:

- to increase the range of reading resources in the library;
- in science to ensure resources are more readily available to staff.

(As referred to in paragraphs 96,112)

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	45

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	17	33	16	1	0	0
Percentage	0	25	50	24	1	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	Y1 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25	324
Number of full-time pupils known to be eligible for free school meals		67

FTE means full-time equivalent.

Special educational needs

	Nursery	Y1 – Y6
Number of pupils with statements of special educational needs		8
Number of pupils on the school's special educational needs register	1	80

English as an additional language

	No of pupils
Number of pupils with English as an additional language	191

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	35
Pupils who left the school other than at the usual time of leaving	46

Attendance

Authorised absence

	%
School data	5.7
National comparative data	5.6

Unauthorised absence

	%
School data	0.6
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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	18	22	38

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	15	15
	Girls	17	20	22
	Total	29	35	37
Percentage of pupils At NC level 2 or above	School	76 (68)	92 (84)	97 (88)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	13	11
	Girls	14	16	16
	Total	27	29	27
Percentage of pupils At NC level 2 or above	School	66 (84)	76 (90)	71 (86)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	16	20	36

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	10	11
	Girls	16	16	17
	Total	25	26	28
Percentage of pupils At NC level 4 or above	School	69 (79)	72 (71)	78 (87)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	10	11
	Girls	15	15	15
	Total	24	25	26
Percentage of pupils At NC level 4 or above	School	67 (79)	69 (79)	72 (89)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	64	1	0
White – Irish	0	0	0
White – any other White background	23	0	0
Mixed – White and Black Caribbean	6	0	0
Mixed – White and Black African	14	0	0
Mixed – White and Asian	4	0	0
Mixed – any other mixed background	4	0	0
Asian or Asian British – Indian	27	0	0
Asian or Asian British – Pakistani	14	0	0
Asian or Asian British – Bangladeshi	8	0	0
Asian or Asian British – any other Asian background	21	0	0
Black or Black British – Caribbean	13	0	0
Black or Black British – African	38	0	0
Black or Black British – any other Black background	5	0	0
Chinese	0	0	0
Any other ethnic group	55	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

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

Total number of qualified teachers (FTE)	12
Number of pupils per qualified teacher	22:1
Average class size	25

Education support staff: YR– Y6

Total number of education support staff	11
Total aggregate hours worked per week	210

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25:1
Total number of education support staff	2
Total aggregate hours worked per week	57
Number of pupils per FTE adult	12:1

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	7
Number of teachers appointed to the school during the last two years	8

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2.6
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	868,994
Total expenditure	837,368
Expenditure per pupil	2,675
Balance brought forward from previous year	75,000
Balance carried forward to next year	31,626

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

321

Number of questionnaires returned

155

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	23	3	2	0
My child is making good progress in school.	59	37	2	0	0
Behaviour in the school is good.	46	45	5	1	3
My child gets the right amount of work to do at home.	48	32	14	1	5
The teaching is good.	65	33	1	0	2
I am kept well informed about how my child is getting on.	54	32	12	1	1
I would feel comfortable about approaching the school with questions or a problem.	68	26	4	0	2
The school expects my child to work hard and achieve his or her best.	60	35	1	0	4
The school works closely with parents.	50	38	9	2	1
The school is well led and managed.	69	29	1	0	1
The school is helping my child become mature and responsible.	60	30	4	0	6
The school provides an interesting range of activities outside lessons.	45	26	12	6	12

Please find additional comments under the section parents' and carers' views of the school

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

68. The Foundation Stage, comprising the nursery and two reception classes, ensures that children have a positive start to school life. Many children enter the nursery with particularly limited skills in speaking and listening, and, as a result, struggle to communicate with adults and other children. They achieve well over time in relation to their low starting points, and many are on course to reach the goals expected of their age in almost all areas of learning, apart from speaking and listening. Children make good gains in this aspect of their learning, though there are more gaps to fill than in other areas. The quality of teaching and learning is good in the nursery and reception classes in all areas of learning, with examples of very good teaching throughout the Foundation Stage. Children with special educational needs achieve well, and those with English as an additional language are supported effectively. The strengths identified from previous inspections have been sustained and issues such as curriculum planning have been addressed fully.

Personal, social and emotional development

69. Teachers and learning support assistants in the nursery are very caring and sensitive to the children's wide-ranging needs. There are excellent relationships that develop between the children and adults from a very young age, and, as a result, children arrive happily to school, settle quickly and move with growing confidence between activities. All adults seek to support the children fully, whilst encouraging them to be as independent as possible. All parents have the opportunity to stay with their children should they wish, and adults ensure that parents are welcomed and comfortable to leave when appropriate. Children in the nursery work well together and realise from an early age that they are part of a bigger group in school. They are for example, helped to resolve conflict very effectively with a little adult help. They are helped to develop good work routines as they sweep, sort and tidy resources. There are regular opportunities for children to peel their own fruit and help themselves to water when required. These and other activities help develop a growing sense of independence.

70. In reception, children develop an increasing sense of independence and initiative, as teachers encourage and challenge them to think for themselves. They work readily in groups and talk with increasing confidence about what they have learned and achieved. Most children dress and undress independently and take responsibility for their belongings. They work well together and most listen eagerly to their teacher.

Communication, language and literacy

71. The good teaching in the nursery ensures that children are increasingly willing to communicate, share their limited language and express their needs, albeit at a relatively low level at times. There is a systematic approach to developing communication, language and literacy skills, and children are encouraged successfully to understand that print has meaning. All children learn to listen to a story as the teacher poses relevant questions as to how the story might end. There are well-established routines from the very beginning of the day, for example when children find their own names to indicate they have arrived. The well-organised resources including dough, puzzles and garden peat to sieve and explore, encourage children to find language and words themselves. The carefully chosen objects around the room link coherently to the overall theme as there are flowers, leaves and seeds to be touched, looked at and enjoyed.

72. In reception, children build on the good start made in the nursery as they begin to show a genuine interest in books, characters, illustrations and stories. They recognise basic letter sounds and simple rhyming words and songs. There are effective opportunities for children to use their writing skills, make simple marks and put pencil to paper. Children read with growing confidence, and make conversation with other children and adults. Some continue to struggle to find the words to express their thoughts and not all are able to retell a simple story yet. Most children, by the end of

their time in reception can read a string of simple words and use recognisable words and letters. Children in reception learned to write simple ingredients for the giant's sandwich and use simple dictionaries as they found the letter "b" for butter. Others were at the earliest stages of making marks on paper and sent secret messages to the giant in his castle, whilst another group labelled the features of Jack's cottage.

Mathematical development

73. In the nursery, children have many practical activities where they learn to count, find and match shapes and understand the importance of numbers in everyday life. Children are grouped efficiently according to their needs. Children have made houses using simple shapes such as squares, circles and rectangles.
74. In reception, children use their mathematical skills in a wide variety of ways. They identify patterns, use their knowledge to count on and backwards more confidently, and realise the importance of money, for example when shopping. Most children count up to and beyond ten, discuss the days of the week, write in the correct order on the whiteboard, and understand the differences between weekdays and weekends. One group made and completed a clock puzzle, sequencing correctly activities that happen during the school day.

Knowledge and understanding of the world

75. In the nursery, there are many creative opportunities for children to learn about the world around them. The outdoor area has been particularly well developed and is where children enjoy discovering the beauty of the natural surroundings, including the trees and blossom. The role-play area is well equipped and helps children explore further skills and knowledge. Children use the garden area, near to the role-play corner where there is compost and flowers and birds cheeping amidst the foliage. One group of children were fascinated by their findings of leaves, dandelions and petals and produced carefully composed pictures using coloured glues in browns and greens to add to the overall effect. In another group, children were fascinated by vegetables including a cauliflower, carrots and a leek as they made eager attempts to explore more about the texture, size and overall feel, including what the vegetables looked like when cut in half.
76. In reception, children record their findings simply using pencil and paper. They use equipment carefully as they learn to cut, tear and stick with greater accuracy.

Physical development

77. Children benefit from the use of spacious outdoor areas and a large hall, and have a wide range of equipment, including wheeled toys to ride and manoeuvre around objects and people. They move with increasing control, and awareness of others around them. They show growing confidence in using the space and recognising that other children also need space to move and play.
78. In reception, children use their physical skills further to balance, jump and stretch. They also use their manipulative skills with pencils, pens and brushes. The children also have good opportunities to use a wide variety of construction toys and modelling materials. Children learn to climb carefully as well as learn ways to share space and work around one another.

Creative development

79. Children learn to use paper, scissors and glue, and there are well-chosen resources to help their imaginations develop further. There are good opportunities in the nursery for children to learn in the role-play area, developing social skills and acting in different characters. Children are encouraged to notice the world around them, and for example to sit and draw a picture of a lily in bud, using a limited range of colours. They did so with obvious enjoyment, and care and attention to the overall shape and simple features of the flower. There are well-placed flower pots hanging between the trees and branches that act as wind chimes in the breeze, and the children tap them gently with

sticks to add further movement. Children in the nursery have used different printing techniques and created a wall- sized Noah's Ark.

80. In reception, children express their ideas readily and follow simple tunes and rhythms with a little assistance. Teachers take care to celebrate the children's work carefully, and the learning environment is colourful, creative and interesting for them to investigate and discover new knowledge for themselves. Children used well-organised resources to draw a child-sized giant as they explored different textures of materials, making and clothing the giant. There was much useful language as children were encourage successfully to describe what the materials were like and used words such as 'rough', 'shiny', 'stripy' and 'smooth' in the process. There were many useful speaking and listening opportunities woven effectively into the overall activity. There were also excellent opportunities when the learning support assistant worked individually with children who had limited understanding of the English language so they could be included in the activity whilst still being supported strategically. Children explored eagerly their surroundings and children in one group were found to be talking eagerly near a dry, dusty and cracked area of earth in the garden, wondering whether they might "discover" dinosaurs' bones.

ENGLISH

81. There have been significant improvements in English since the last inspection. Scrutiny of the pupils' previous work and lesson observations show that standards overall are now broadly average by the end of Year 2 and Year 6. The results of the national tests at the end of Year 2 show attainment in reading and writing continuing the steady upward trend of the previous two years. In comparison with similar schools for year 2002, attainment in reading is above average and in writing it is well above average. At the end of Year 6 attainment in English is average in the 2002 national tests, and well above average by comparison with similar schools. In the 2002 tests, the proportion of pupils in Year 6 reaching the higher level (Level 5) is above the national average. The percentage of pupils in the school for whom English is an additional language is very high and the number of pupils with special educational needs is above the national average. Achievement is made more difficult by the fact that children enter the school at various ages from reception to Year 6. Given these factors, the levels of achievement throughout the school are good.
82. Since the last inspection, standards in reading have improved in Years 1 and 2. Handwriting has also improved because a new programme to promote joined up writing has been successfully introduced. Initiatives such as the early literacy strategy and the additional literacy strategy are being used effectively to help pupils make more rapid progress. The writing skills of lower attaining pupils in Year 6 have improved since the last inspection so that their stories are well organised and their vocabulary is wider. Some of the improvement results from the grouping of pupils in both Years 5 and 6 so that work is more sharply focused on the different abilities of the pupils. The quality of teaching and learning has improved and is making a positive impact on standards.
83. Although most pupils enter the school with speaking skills that are well below average, they achieve well so that by the end of Years 2 and 6 standards are average. This good achievement is supported by teachers carefully planning a good range of well-structured opportunities for pupils to practise and improve their speaking skills. This is seen in paired activities when pupils exchange ideas together, in the school council where representatives make a speech and in circle time where all class members participate. Listening skills are above average because pupils are presented with interesting material and enjoy their work. They behave well and understand that they should listen carefully and pay attention to their work.
84. Standards in reading throughout the school are average. From a low base on entry to the school, the pupils are achieving well. Young pupils read with confidence and enjoy the opportunity to read to an adult. In Year 2, the higher and average attainers read with accuracy and developing fluency. They recognise many whole words and use strategies such as phonics and pictures to help them make sense of the words. Lower attainers enjoy books with repetition and rhyme. They tend to read from memory and use the pictures when they need help. Letter sounds and key words are taught in a consistent, well-structured way and teachers give good support to the progress of pupils' reading. They make good use of guided reading sessions as well as opportunities across

the curriculum to help pupils to apply these successfully. Teachers foster interest and enjoyment of books through a variety of methods, including a book week and book fairs.

85. The recently introduced guided reading scheme for younger pupils is improving their reading comprehension. Pupils take their reading books home regularly and many parents support pupils' reading. For pupils from families where English is an additional language and parents may not be able to support their children adequately, additional help with reading is given in school. Pupils select books from the school library on a regular basis and higher-attaining pupils also use local libraries regularly as part of their research projects. Pupils know how to consult dictionaries and thesauri and they make effective use of reference books during their research activities. Pupils with special educational needs and English as an additional language benefit greatly from the structured support they receive in small group sessions. By the end of Year 6 the majority of pupils demonstrate their abilities by reading fluently and with good expression. They can recall the plot, predict events and discuss characterisation. They compare styles of writing and authors. They know how to locate information by using an index. Higher attaining pupils write interesting book reviews and evaluate written text.
86. By the end of Years 2 and 6, the majority of pupils reach standards in writing that are broadly typical of what is expected nationally. In the present Year 6 classes there is a very high number of pupils with English as an additional language and pupils with special educational needs. The current strategy of grouping the pupils in these classes has been effective in maintaining standards in writing. Pupils in Year 2 achieve well over time in their descriptive writing and in accuracy of spelling. They have a good understanding of sentence construction and use capital letters and full stops with increasing accuracy. Pupils write for a wide range of purposes and for subjects such as history and geography. For example, pupils in Year 2 have written graphic details on the Great Fire of London and pupils in Year 6 have produced informative international fact files about the Commonwealth. Pupils are encouraged to write in a variety of forms, including letters, extended stories and character descriptions. Their poems, which are often good, are proudly displayed on classroom walls for example, Year 4 poems on "Where have all the teachers gone?" In Year 6, pupils display good persuasive writing skills when arguing whether television should be banned for children. Standards of handwriting and presentation throughout the school are generally good, but lower attaining pupils sometimes produce untidy writing which affects their standards of achievement. In addition, pupils' poor pronunciation and their incorrect grammar when they speak has a negative impact on their writing skills. The school has identified these weaknesses and has put in place effective strategies to bring about improvement.
87. The quality of teaching is good throughout the school, and sometimes very good. During the inspection only one unsatisfactory lesson was seen. The good teaching is a key factor in the good achievement of pupils. This was illustrated in a Year 4 lesson when pupils were encouraged to write an alternative ending to the story "Gregory Cool". The very effective classroom management, skilled use of questions and high expectations resulted in all abilities learning effectively. Lessons are clearly planned and objectives are shared with the pupils. In the best lessons seen, teachers explained the objectives meticulously, returned to them at each stage of the lesson to re-focus pupils and then encouraged them to review their learning against these objectives at the end of the lesson. All lessons have a good structure, are well planned and use the National Literacy Strategy effectively. This is evident in the skilful and challenging questioning seen in lessons. This was seen in a good Year 6 lesson, where the effective questioning made pupils think carefully about the different meanings of the vocabulary used in the poem "The Owl".
88. Teachers have a good level of subject knowledge. They work in close partnerships with their teaching and learning support assistants, deploying and briefing them well. This contributes to the effective support they give both to pupils with special educational needs and pupils with English as an additional language. Teachers manage their pupils in a very consistent, positive and effective way, which helps to build their confidence, sustain their concentration and contributes to their positive attitudes to the subject. Teachers set high expectations and establish good classroom routines and this was reflected in the way that pupils worked in pairs and independent group activities purposefully and co-operatively, as well as the good attitudes and behaviour shown by pupils in lessons. A minority of lessons were less effective, although satisfactory, because the

organisation or choice of some activities led to the pace of learning dropping. An area for improvement in some lessons is the match of tasks to pupils needs. Teachers mark pupils' work at least satisfactorily. At its best, marking explains what pupils have achieved and what they need to do to improve.

89. The use of ICT is currently underdeveloped in English, and there are missed opportunities to draft, refine and edit work using the computer. Throughout the school, however, teachers show an increasing awareness of how to include literacy development in other subjects. This is making a positive contribution to the pupils' learning.
90. The recently appointed co-ordinator is enthusiastic and monitors teachers' planning and pupils' work. She is currently receiving training so that she can start to monitor classroom practice. The senior management team has performed the task of monitoring during this time. The school has implemented the National Literacy Strategy well and is constantly seeking to raise standards for all pupils to improve resources. At present, the library is inadequately stocked with books. Good use has been made of the extensive data collected by the school in the identification of areas in need of improvement. Results are carefully scrutinised and used to support pupils' academic progress. English supports pupils' spiritual, moral, social and cultural development well because of the opportunities for working together and the wide range of literature, plays, and poetry used in lessons.

MATHEMATICS

91. Inspection evidence shows that there has been a significant improvement in standards in mathematics since the last inspection. In the current Year 2 class, pupils' attainment is above average and they achieve well. Pupils' attainment by the end of Year 6 is broadly average and their achievement is also good. Those pupils who have English as an additional language and pupils identified as having special educational needs achieve very well as they move through the school.
92. The improvement in standards is due to the effective implementation of the National Numeracy Strategy and consistently good teaching throughout the school. Particularly notable are the very good assessment procedures that identify the learning needs of different groups of pupils. This enables the teachers to plan their lessons and adapt the curriculum to meet specific needs. Setting in Year 6 has been particularly effective in the steady trend of improvement as the school strives to raise standards. The work for higher attaining pupils is challenging and this is enabling a significant number of pupils to attain the higher levels in the national tests. The support assistants are well used; most have clearly defined roles and work closely with the teachers.
93. During the inspection, pupils in Year 2 were developing their skills of sequencing. Very good questioning by the teacher enabled them to see how number chains are developed. Higher attainers were given challenging number sequences to solve, involving numbers beyond one hundred. The language of mathematics is well taught and is a feature of most lessons. When asked to describe 19, one pupil with English as an additional language said, 'It is a two-digit number'. The teacher seized the opportunity and built upon this and wrote 203 on the board. Another pupil described it as, 'A three-digit number that is also odd'.
94. In Year 6, very good teaching was helping pupils to prepare for the forthcoming national tests. The teacher made very good use of resources, using the overhead projector to show data on a pie chart and compare the matches won, lost and drawn between two football teams. Excellent questioning, and the effective use of pupils' responses helped to clarify their thinking in relation to proportion and ratio.
95. Teachers have good subject knowledge, which enables them to give effective help to all pupils and ensure that all the different groups of pupils are included in lessons. The pace of most lessons is brisk, but occasionally the mental arithmetic sessions are too long and a few teachers fail to share the learning objectives with the pupils. The work scrutiny shows that pupils' books are well presented and work well set out, but some pupils do not show their working out. It is, therefore, difficult to see how they have arrived at answers, especially when working with larger numbers. Marking is very good and teachers' comments are particularly helpful in showing pupils how to

improve their work. All aspects of the National Curriculum are being covered. The main areas for improvement are problem solving and information and communication technology (ICT). In the case of problem solving, pupils with English as an additional language find this particularly difficult. Although they are often able to read the questions, it is their interpretation and understanding of the language that makes them unsure of the correct operation to use. Currently the use of ICT is unsatisfactory. There is no systematic planning for the use of ICT; very few examples were seen in pupils' work where computers had been used to support learning.

96. Good examples were seen of numeracy being used in other subjects of the curriculum. In music pupils were observed counting the beat and clapping in time to the music. In a Year 6 history lesson, pupils were applying their mathematical skills and plotting a line graph; comparing the Ealing nineteenth-century census and present-day census figures. The work scrutiny showed that in design and technology pupils had made Christmas cards using symmetrical patterns.
97. The management of mathematics is very good. The co-ordinators have worked hard to develop the subject and raise standards. Pupils' books and teachers' planning are monitored on a regular basis; lessons have been modelled for teachers who are new to the school and who are not familiar with the National Numeracy Strategy. Members of the senior management team monitor teaching and plans are in place for this to be extended to the co-ordinators.
98. The results in last year's national tests are evidence of the good improvement made since the last inspection.

SCIENCE

99. By the end of Year 2 and Year 6 pupils' attainment is below average. The achievement of pupils, including those with special educational needs and those who speak English as an additional language, is good. The results of the 2002 teacher assessments for Year 2 were below the national average but a high proportion reached the higher level (Level 3). The results of the national tests in Year 6 were below the national average. The apparent discrepancy between the drop in pupils' attainment since the last inspection and yet good achievement can be explained by a higher percentage of pupils in the present Year 2 and Year 6 who have special educational needs and who are at the earliest stages of learning to speak English. Also, the high mobility of pupils, especially by Year 6, is a factor that has had a negative impact on results. Many pupils for whom English is an additional language struggle to find the scientific vocabulary in order to explain their knowledge and learning. This in turn hinders their successes in national tests. The same pupils are however often able to carry out investigations and practical enquiries that show greater understanding than they are able to express or communicate using the English language. The school is seeking ways to assist the pupils further in this area.
100. By the end of Year 2, attainment in practical and investigative science and the use of fair tests is below average. Pupils record their work in writing and with drawings. For example, Year 2 pupils can predict how far a toy car will travel on different surfaces but are not secure when explaining conclusions from their results. They can observe and draw a plant, label the major parts and recognise that different plants and animals will be found in different habitats. They can describe the similarities and differences between animals. They are not secure about the cause and effect on a bulb when a simple circuit is opened and closed. Analysis of pupils' work shows that limited opportunities are offered for them to predict outcomes and to test their reasons based on systematic observations. By Year 6, attainment in practical and investigative science and the use of fair tests is below average. The analysis of pupils' work shows that they are not always given the opportunities to design and plan their own fair tests, which restricts their ability to make their own predictions, interpret trends and patterns and suggest ways to improve their work.
101. In their study of life processes and living things, Year 2 pupils are able to name the major organs of the body, the main parts of a flower and can describe conditions basic to animals and humans. By Year 6 pupils can describe the life-cycle of humans and animals and use simple terminology related to the position and function of major organs of the body. They can describe the food chain and differences in habitats. However, the analysis of pupils' work indicates that work is often

similar for higher and lower attaining pupils and so lower attainers do not always finish their work whilst higher attainers have limited opportunities to extend their knowledge and understanding. In a good Year 6 lesson observed, the teacher set groups of pupils the task of researching a presentation on the food chain. The practical nature of the task resulted in pupils producing short dramatic presentations on “predator” and “prey”, which was enjoyed by all the class and led to a deeper understanding. The lesson also contributed well to pupils speaking and listening skills.

102. In their study of materials and their properties, Year 2 pupils can sort objects by texture, colour, shape, flexibility and hardness. However, an underdeveloped knowledge of appropriate vocabulary often restricts pupils. For example, in a very good Year 1 lesson observed, pupils were asked to sort a variety of objects by the materials used. A number of pupils were unable to recognise clay and plastic and sorted them by appearance, with the assumption that objects that were smooth or shiny were made of plastic. By Year 6, pupils can describe in simple terms the differences between a gas, a solid and a liquid, can describe experiments to test for water evaporation and can sort materials by their properties. However, worksheets are often similar for the different ability groupings and pupils are not always given the opportunity to present their results in their own way.
103. In their work on physical processes, Year 2 pupils have a satisfactory understanding of how sound and light travels but they are not given the opportunity to use their knowledge to make predictions or general conclusions. By Year 6 pupils can describe the effect of different forces on an object. Higher attaining pupils can explain ways to make a bulb brighter or dimmer in a circuit whilst lower attaining pupils can construct a simple circuit with a bulb, wires and a battery.
104. The quality of teaching is good in Years 1 and 2 and good in Years 3 to 6. No lessons were less than satisfactory. This represents an improvement since the previous report when teaching was judged to be satisfactory. The good teaching results in good learning by pupils. Pupils with special educational needs and those who speak English as an additional language also learn well overall, because of the generally well-matched work they are given and the good support they receive from the learning support assistants. Pupils would learn even more effectively with greater emphasis upon the scientific language and key vocabulary required. In general, pupils are very well managed and so behave very well in lessons and have very good attitudes. They are enthusiastic about science, particularly when there is a practical and investigative component to the lesson. For example, in a very good Year 4 lesson, pupils were set the task of completing a simple circuit. The very good management by the class teacher and the very good support by the learning support assistant resulted in a calm and purposeful atmosphere where pupils wanted to achieve well and share their results with each other. The below average standards by Year 2 and Year 6 can be attributed to the high percentage of pupils with special educational needs and who speak English as an additional language.
105. Only in a minority of lessons observed did teachers provide pupils with a list of the key vocabulary required for the topic, in order to ensure an understanding of the language of science. In a very good Year 1 lesson on materials, the teacher continually stressed the key vocabulary, for example, “hard”, “smooth”, “clay”, “metal” and provided vocabulary cards for pupils to place on the appropriate material. She also encouraged the higher attaining pupils to use words such as “transparent” and “opaque”, which they did with increased understanding. Not all teachers share and recap with the pupils the learning objectives, so that they know exactly what is to be learnt and why. As found in the previous inspection, in the satisfactory lessons teachers sometimes over direct pupils and so there are insufficient opportunities for pupils to experiment and explore or to design their own tests.
106. It is not possible to make a judgement on the management of the subject, as the co-ordinator was not available during the inspection because of maternity leave. However, the “caretaker” co-ordinator is ensuring that the subject continues to develop at, at least, a satisfactory pace. Resources are generally satisfactory but some have been identified by the caretaker co-ordinator as needing to be replaced or upgraded. In some lessons observed there were not enough resources for pupils to progress with their experiments. For example, in a Year 5 lesson on the reflection and absorbency of materials, there were not enough torches for all pupils to use, which hampered pupils’ progress. The use of numeracy in the subject is satisfactory. The use of ICT to

support the subject is unsatisfactory, and there are missed opportunities to research scientific issues, for example on the Internet, as there is limited software for such purposes. The school benefits from a wild area and pond, as the pupils observe the different pond life and surrounding grasses, flowers, ladybirds and other mini beasts. This is an area that is being developed further currently.

ART AND DESIGN

107. No lessons were seen in Years 3 to 6. However, on the basis of discussion with pupils and teachers, planning and displays around the school, standards by the end of Year 2 and 6 are in line with national expectations and pupils achieve well over time. All the issues from the last full inspection have been addressed and standards for older pupils in particular have now improved as a result of the improved curriculum.
108. Pupils in Year 1 imagine and recreate their favourite places. They make a collage and identify different colours and textures, using different materials. The majority of pupils develop their understanding of natural and man-made materials. Higher attaining pupils articulate their intentions clearly, referring to their favourite scene and use the teachers' demonstrations of different sculptures and other examples of collage to good effect. In Year 2, pupils experiment with tools and techniques which they apply to a range of materials. They use the teacher's demonstrations of using line and tone and how these can be changed by blending two colours well. Many draw on their previous learning to create a background to their drawings. Although pupils are led to comment on other pupils' work by expressing what they like, they are not provided with sufficient guidance linked to the learning objectives to support their evaluation.
109. As pupils move through the school, they build effectively on their previous learning. In Year 6, in their study of movement, they show good skills in visualising a sequence of movements as they sketch a series of short poses using their peers. They use their sketchbooks soundly to record overlapping shapes and use photographs to identify different ways of representing movement. Display on headwear show good observational skills and a good understanding of the function and social connotations of different headwear. Although there were some good examples of the use of sketchbooks to record observations, these are not consistently annotated by teachers and some are inappropriately used mainly for work in design and technology.
110. The majority of pupils, including those with special educational needs and those with English as an additional language achieve well against their prior attainment. They learn a range of techniques and styles often using the work of other artists to inspire them and employ appropriate techniques to communicate their ideas. Pupils' attitudes are positive and contribute to the progress they make. They listen attentively, participate in discussions and evaluate their work at the end of lessons. They share resources sensibly and show responsibility when asked to clear away and store resources.
111. No lessons were observed in Years 3 to 6. The quality of teaching, based on scrutiny of work, is at least satisfactory. Teachers introduce lessons effectively and use exposition and demonstration judiciously to focus pupils' attention on key ideas and skills. In the best teaching, they build on pupils' previous knowledge and use the end of lessons effectively to enable pupils to evaluate their own and other pupils' work. This was fully reflected in a good Year 1 lesson, where the introduction was effectively used to draw on pupils' previous knowledge of sculpture with clear links to the use of specific materials like ebony and the use of wood carving illustrated by the teacher. The majority of teachers have a secure knowledge of the subject which is reflected often in well-timed and helpful interventions and opportunities for pupils to evaluate their work. Teachers manage pupils effectively. They organise resources well and prepare them in advance, enabling them to focus pupils' attention on key concepts and development of specific skills and techniques. Where teaching is less effective, this is mainly due to opportunities being missed to use learning objectives and appropriate criteria to underpin pupils' evaluation of their work and the insufficient attention given to the needs of EAL pupils to maximise their access to the activities.

112. The art curriculum is enhanced through an art club and the use of an art week to mount a competition. Special occasions like Commonwealth Day are effectively used to expose pupils to a range of multi-cultural art and draw on pupils' cultural backgrounds. However the subject leader is aware that this area needs to be further developed. Both ICT and formal assessment are underdeveloped. There is limited software for use in art and design currently. The subject leader has made a positive start in the role, though understandably has not had sufficient time in post to monitor standards in teaching and learning.

DESIGN AND TECHNOLOGY

113. During the inspection week, it was only possible to observe lessons in Years 3 to 6. No lessons were observed in Years 1 and 2. Therefore, judgements are based on a limited number of lessons observed, the small amount of evidence of pupils' previous work available, teachers' planning, the scheme of work and discussions with teachers, pupils and the subject co-ordinator.
114. By the end of Year 2 and Year 6, standards are in line with national averages and pupils are achieving satisfactorily. This is similar to the judgements of the previous inspection. Pupils design and make models from recyclable and commercial materials. However, pupils, especially the higher attainers, are not always given the opportunity to make accurate designs of their product before constructing it or the opportunity to experiment with a variety of materials. For example, in a Year 5 lesson observed, all pupils worked from the same design to make a car with moving wheels. Higher attaining pupils were not given the opportunity to plan their own designs or to experiment with materials.
115. Analysis of Year 2 work showed that the final products are very similar, when designing and making a moving vehicle. Not all pupils are given the opportunity to record and evaluate the finished product and say how it could be improved. However, good examples were seen in Year 6 where pupils had designed and made hats and had written an evaluation of their work and how it could be improved. This also contributed well to pupils' literacy skills. Pupils' skills of cutting, sticking and joining are sound and build on previous experiences. For example, Year 2 pupils make simple vehicles using paper, card and wood. By Year 4 they use a variety of materials to build chairs for a purpose and by Year 6 they design hats, using a simple paper template, which is then used to construct hats involving a range of materials. In a Year 6 lesson observed, pupils were taught how to cut and join card and wood together to make a model hand "wave" by turning a wheel, attached to a cardboard arm. Once they understood that turning the wheel changed the motion of an object they progressed to designing and making their own 'cam' toy. The discussion in the lesson about the transfer of energy also contributed well to science.
116. It was not possible to judge the quality of teaching in Years 1 and 2 as no lessons were observed but evidence from planning and finished products indicates that teaching is at least satisfactory. Teaching in Years 3 to 6 is satisfactory overall but not always challenging, especially for higher attainers. For example, in a Year 4 food technology lesson, pupils were asked to evaluate sandwiches and then design their own. The task was similar for all pupils and did not extend the higher attaining pupils. Lessons are well managed, which results in pupils working well together. Their attitudes and behaviour are good and they behave well. They share resources and support each other. Teachers are very clear about their expectations concerning health and safety. For example, in the Year 4 sandwich making lesson the teacher stressed the importance of clean hands when handling food and in Year 6 the teacher monitored all pupils who used the glue gun. Learning support staff are well briefed and support pupils with special educational needs and those who speak English as an additional language well. Lesson objectives are not always shared with the pupils, nor recapped with them at the end. In these instances, it is not possible for the teacher or pupils to be sure how successful the learning has been.
117. The leadership and management of the subject are satisfactory. The co-ordinator is new to the role. He has a sound awareness of the strengths of the subject and the areas for development. He monitors planning and informally monitors pupils' work. However, he has not yet monitored teaching and learning. The scheme of work and policy has been revised to incorporate nationally-produced guidance. The subject contributes well to the spiritual, moral, social and cultural

development of pupils. For example, pupils work well together, display a sense of success when they complete their work and show pride in their finished product. Good links have been established with a local supermarket so that pupils can follow the process of baking, packaging and selling bread. Pupils also spoke enthusiastically about a visit by an engineer who challenged pupils to make a strong model bridge. There is no dedicated food technology room but the staff room is used by pupils for cookery. Assessment of pupils against the learning objectives of a lesson and to ensure progression is currently underdeveloped. There is no portfolio of pupils' work to record what is planned and produced in each year group and to support moderation and assessment of the subject. The co-ordinator recognises that this is an area to develop and has begun to collect photographic evidence of pupils' finished work. The use of ICT is unsatisfactory as there are missed opportunities for pupils to record their findings and produce designs using their technological skills. Sound use is made of the pupils' mathematical skills to support the subject. For example, using exact measurements when designing and making hats and moving vehicles or when measuring ingredients for making biscuits. The subject is further supported by an after-school design and technology club. Judgements are very similar to previous inspection comments.

GEOGRAPHY

118. Standards in geography by the end of Year 2 and Year 6 are average. Pupils of all ages have an appropriate level of knowledge and understanding and a command of relevant geographical skills. Given that most pupils join the school with below average standards, this represents good achievement for pupils of all levels of academic ability and language development, including pupils with special educational needs, gifted and talented pupils and those with English as an additional language. Both boys and girls make equally good progress.
119. By the end of Year 2, pupils achieve well in developing an awareness of their immediate surroundings, as they learn the skills of basic mapping and they investigate the types and uses of buildings in the vicinity of the school. They are able to make a basic distinction between features of physical and human geography, as well as beginning to compare different areas. Through developing mapping skills and writing directions, pupils also make good progress in extending their geographical vocabulary, such as an awareness of "left" and "right".
120. By the end of Year 6, the pupils' horizons become wider. They are able to compare their own locality with other parts of the world, for example through a detailed study of an Indian village, and they make good progress in learning skills such as how to use sources like photographs for evidence of both physical and human features. They develop good research skills by investigating the world's rivers. Pupils also develop a greater appreciation of the interaction between human and physical features through a study of the causes and impact of coastal erosion. Higher attainers in particular show a good ability to consider topical arguments about important issues such as conservation, and in so doing geography makes a good contribution to pupils' moral and social education as well as citizenship.
121. It was not possible during the inspection to observe any teaching for pupils in Years 3 to 6. However, the quality of teaching of younger pupils is good. Teachers make good use of resources to interest pupils and to develop their deductive skills, as seen in a Year 2 lesson when pupils studied the English seaside through a range of photographs and other resources. Similarly, the teacher in a Year 1 lesson made good use of photographs to enable pupils to develop a better understanding of the range of features in a Mexican village. In both these lessons, teachers matched the tasks to the ability levels of pupils, enabling them all to make appropriate gains in knowledge and skill, gave good opportunities for pupils to develop their speaking and listening skills, and were successful in keeping pupils well motivated and working productively. A relative weakness of the teaching is an occasional reliance on worksheets which restrict opportunities for more ambitious responses
122. Leadership and management in geography are good. The co-ordinator is relatively inexperienced and has not yet had the opportunity to monitor teaching. However, standards and resources are monitored, and the quality of resourcing has improved considerably. Due attention is paid to improving literacy as well as geographical skills, particularly through encouraging discussion in

lessons. The use of ICT is underdeveloped, for example pupils are not researching geographical information and data using the wealth of material available on the Internet. Although the quality of everyday marking is often good, there is no formal assessment of pupils' progress in geography. This has been prioritised appropriately within the broader school improvement plan.

123. There have been considerable developments since 2001. Standards in geography have improved considerably, as has the quality of teaching. Resources have improved. Pupils' attitudes have improved and they make much better gains in learning. The co-ordination is better and geography now has a more secure place in the curriculum. Therefore, overall, there has been very good improvement over time

HISTORY

124. Standards in history by the end of both Year 2 and Year 6 are average in the areas of knowledge, understanding and the development of historical skills. Since most pupils join the school with below average standards, this represents good achievement for pupils of all levels of ability and background, including those with special educational needs, English as an additional language, and gifted and talented pupils. There are no marked differences in attainment or progress between boys and girls.
125. By the end of Year 2, the majority of pupils achieve well in learning to distinguish between everyday objects such as toys from the past and their equivalents today, and as they move through Years 1 and 2 they are able to make more meaningful comparisons over time. Pupils who are less competent in English sometimes find it difficult to express themselves except through structured worksheets, but pupils who are more competent in English develop the ability to write at an appropriate length. This is very evident, for example, in the work which pupils do on a famous event such as the Great Fire of London, work which shows pupils beginning to address a basic historical concept such as cause and consequence. The use of timelines helps pupils to develop a basic awareness of chronology as well as their numeracy skills.
126. Pupils of all abilities continue to achieve well between Years 3 and 6. When studying societies such as Ancient Rome and Egypt they learn about several aspects of everyday life such as religion. In addition to gaining knowledge and understanding, most pupils make good progress in learning a range of historical skills, such as empathising with people from the past. By Year 6, pupils make good progress in learning the vital historical skill of analysing and evaluating different types of evidence, for example using maps of the locality to determine how and why Ealing has developed since Victorian times. Particularly pleasing is the good standard of research projects. These include projects on Ancient Egypt as a follow-up to a visit to the British Museum, and investigations into more recent themes such as life in Britain since the Second World War and the civil rights struggle in the USA. These studies enable pupils to develop an appreciation of the significance of individuals such as Martin Luther King and make a good contribution to pupils' moral development.
127. No teaching of younger pupils could be observed during the inspection. However, the quality of teaching of pupils between Years 3 to 6 is good. Teachers have good classroom management skills and keep pupils working productively. As well as developing historical skills, teachers give due attention to improving literacy and numeracy skills, for example using census figures to develop graph work, and encouraging frequent debate and presentations to improve pupils' speaking and listening skills. These strategies were particularly evident during lessons on the Ancient Egyptians and local history. The most effective feature of the teaching is the imaginative use of resources, which is very successful in engaging the interest of pupils and helping to develop their skills of enquiry as well as their knowledge and understanding. For example, the use of artefacts modelled on Ancient Egyptian finds proved very effective in stimulating pupils' imaginations in a Year 4 lesson. In a Year 6 lesson on the development of Ealing, the teacher used a range of challenging resources including old maps and census material. Most pupils rose to the teacher's high expectations in analysing the material and made good gains in understanding of how the locality has changed. Fewer worksheets are now being used compared to the previous

inspection, and as a result more competent pupils in particular are doing challenging work which is appropriate to their ability.

128. Leadership and management in history are good. The co-ordinator is relatively inexperienced, and has not yet had the opportunity to monitor teaching. However, planning and standards are monitored and resources are improving. The improvement of literacy and numeracy is being addressed in history, as was evident in lessons in which pupils were encouraged to debate with each other about the evidence they were using, for example in local history. Although the quality of everyday marking is often good, there is no formal assessment of pupils' skills or knowledge. The use of ICT is limited, although some pupils do research on home computers. History makes a good contribution to pupils' moral and social development as well as their awareness of citizenship issues, through their research into issues such as civil rights.
129. Although assessment is yet to be formalised, and the use of ICT is underdeveloped, there have been some significant changes and improvements over time. Standards and the quality of teaching and learning of older pupils have improved considerably. Resources have improved and the needs of higher attainers are being met better. An enthusiastic co-ordinator is now in place. Consequently history is an improving subject, and there has been good improvement overall.

INFORMATION AND COMMUNICATION TECHNOLOGY

130. Standards in information and communication technology (ICT) are average by the end of Year 2 and pupils achieve well. Although attainment is below average in Year 6, pupils also achieve well. Throughout the school, there are a small number of pupils with computers at home, who have well-developed skills.
131. There has been good improvement since the last inspection and standards are rising. This is because the school has improved resources significantly and each class now has one lesson in the computer suite each week. This is helping the pupils to rapidly develop new skills, knowledge and understanding of ICT. However, these facilities have not been in place long enough for the majority of Year 6 pupils to 'catch up', and achieve the standards of which they are capable. Their skills will be underdeveloped by the time they enter secondary school. For example, some pupils search for letters on the keyboard when inputting text.
132. The scrutiny of pupils' work shows that the younger pupils are satisfactorily developing word-processing skills, using paint programs, labelling pictures, starting to integrate text and graphics and using simple charts to display data. In Year 1, pupils had used a pictogram to display data about different fruits. By Year 6, pupils are beginning to use spreadsheets and understand how to enter data in cells and use different formulae to aid calculation. Satisfactory use is being made of the digital camera, scanner and Internet.
133. During the inspection, teaching was judged to be good overall. In Year 2, the teacher gave a very good demonstration of a new program, showing them how to move through various screens. This helped the pupils to become quickly productive when they moved to their computers, most being able to find different images of animals without help. The higher attaining pupils quickly learned how to move and resize the pictures and add text.
134. The pupils in Year 6 were developing a multimedia presentation about life at Selborne Primary School. Good teaching, using the interactive whiteboard, helped pupils to plan their work and think of ideas so that their presentations had the maximum impact. They shared thoughts about changing the background colours, using larger and bolder fonts and adding graphics and sound. When working on the computers some of the lower attaining pupils and those with English as an additional language found following the on-screen instructions difficult. They were well supported by teachers and support assistants and fully included in the lesson
135. Although teaching in the computer room is good, the use of ICT in different subjects of the curriculum is unsatisfactory. Very little evidence relating to the use of ICT was seen in the work scrutiny. During the inspection, the computers in classrooms were rarely used to support learning.

The software base is improving and data-logging equipment has just been purchased, but control technology is an area that requires developing.

136. Subject management is good. The co-ordinator has ensured that the school is much better placed to move forward, staff have received effective training and most are confident using ICT and demonstrating skills to pupils. Now the school has a sound curriculum in place there is a need to develop assessment further. Thought also needs to be given to fully utilising the computer suite so that it can have maximum impact on pupils' learning.

MUSIC

137. By the end of Years 2 and 6, attainment in music is average and the majority of pupils, including those with special educational needs and those with English as an additional language achieve well against their prior attainment. Music provision in the school makes an effective contribution to pupils' spiritual, social and cultural development. The good provision made for pupils to learn instruments, participate in the choir or in the brass band contributes to the high profile of the subject and to pupils' enthusiasm.
138. Pupils in Year 1 follow simple rhythmic patterns and clap appropriately to show "rests" in the rhythm. They develop expression in their singing and show understanding of repeated patterns. As they practice, they use chime bars as an accompaniment with half the class singing the song and the other the repeated pattern. Pupils express their feelings about the music and suggest changes to explore happy, sad or "excited" moods.
139. In Years 3 and 4, pupils show a good sense of rhythm as they clap a range of different patterns with increasing complexity. They pick the tune and rhythm of the "hot potato song" quickly from the teacher and show good fluency in passing the ball and keep to the beat as they do so. They demonstrate good knowledge of a range of playground singing games and work effectively in groups to develop their own. Many show flair and inventiveness in composing the words or rehearsing the actions. All groups present their work to the rest of the class with pupils in the audience showing keen interest in each other's ideas. In Year 6, pupils keep listening diaries which indicate good skills in music appreciation ranging over different musical traditions.
140. Pupils' achievement over time is reflected in their increasing exposure to a range of musical traditions and music making. Pupils' positive attitudes contribute positively to the standards being achieved. They participate in lessons with real enjoyment, and persevere in their effort to improve their performance. They work well together showing respect for each other and collaborate effectively in group performances. They treat instruments with care and readily help when they need to be moved or stored away.
141. The quality of teaching is broadly good. Lessons are carefully planned to focus on key elements and are well balanced in providing opportunities for listening and composing. Much of the musical knowledge arises naturally from practice and the use of demonstration which enable pupils to develop a grasp of musical elements in context. This was fully reflected in a Year 1 lesson where much of the practice of clapping rhythms and the singing of repeated rhythms was effectively used to introduce pupils to simple ostinatos. Teachers build effectively on skills and knowledge acquired previously and provide ample opportunities for pupils to practise and improve their performance. Where teaching was less effective, this was due occasionally to the lack of explicit matching of work to meet the needs of different pupils, especially those with English as an additional language and higher attainers.
142. The provision for music is enhanced through a range of extra-curricular activities and instrumental tuition. This includes a choir, a brass band, recorder and keyboard groups. Pupils in Year 4 have benefited from working with the English National Opera, which involved a number of visits from composers and singers resulting in a performance at Dominion Centre. Singing is promoted well in the school and taught regularly.

143. The subject is well led by an enthusiastic co-ordinator who uses her specialist knowledge to good effect. She has provided good support to her newly qualified colleagues and advice throughout the school, including model lessons. Good use is made of the additional materials to support teaching. Effective systems for assessment have been developed and the information is effectively used to identify and support pupils who show ability. ICT is used appropriately through a range of opportunities when pupils use keyboards and by younger pupils' use of "music maker". The co-ordinator has been most effective in supporting colleagues with more limited skills and knowledge of music, and has ensured that the subject is given a suitably high profile within the school. It is making a clear contribution to the pupils' cultural and spiritual awareness, for example pupils singing sensitively in assemblies, and listening enthusiastically to music from different cultures.

PHYSICAL EDUCATION

144. Only a limited amount of physical education could be observed during the inspection. Only one lesson could be observed with younger pupils. Although the pupils in that lesson achieved a good standard in developing co-ordinated and linked gymnastic movements, it is not possible to make an overall judgement on standards for pupils in Years 1 and 2. Pupils in Years 3 to 6 were observed in games. Standards are in line with expectations nationally for pupils in this age group, with boys attaining slightly higher standards than the girls. This represents good achievement for pupils of all levels of ability, including those with special educational needs, those with English as an additional language, and those who are gifted and talented. The majority of pupils can throw and catch a ball showing appropriate hand and eye co-ordination. They find it more difficult to master the art of bowling as part of learning basic cricket skills, or carrying out a consistent forehand drive with a tennis racket.
145. In the limited number of lessons observed, the overall quality of teaching was good. Teachers convey good subject knowledge to pupils through a combination of questioning, explanation and demonstration. The good quality of demonstration was very evident, for example, during the Year 2 gymnastics lesson, and combined with an emphasis on pupils evaluating performance constructively, was a key factor in enabling pupils to recognise and emulate the principles of good movement on the floor. In this and other lessons, teachers give good feedback to pupils, showing them how they can improve specific aspects of performance, for example in throwing and catching. Where aspects of teaching are less effective, as in a Year 6 games lesson, teachers give insufficient attention to consolidation of basic throwing and catching skills, so that less competent pupils find it difficult to progress effectively to the next skill level. However, the most significant feature of the good or very good teaching is the high expectations of teachers, to which pupils respond well, and this was the chief reason why pupils made good gains in skill during the Year 2 gymnastics lesson observed.
146. Leadership and management of physical education are good. The co-ordinator has demonstrated good teaching to others, and the quality of resources and planning has improved in recent years. Assessment is still underdeveloped. Teachers run a good programme of sporting activities outside lessons for older pupils, and pupils take part enthusiastically in inter-school sport. Teachers promote good speaking and listening skills, as well as developing good social skills, through encouraging co-operation alongside competition.
147. On the basis of limited evidence seen during this inspection, standards have remained satisfactory since the previous inspection, although pupils' evaluative skills have improved. There have been improvements in the quality of resourcing, teaching, professional development and co-ordination generally. Therefore, there has been good improvement overall in physical education.

RELIGIOUS EDUCATION

148. It was only possible to observe one lesson of religious education during the inspection week. Therefore, judgements are based on the one lesson observed, an analysis of pupils' work and discussions with pupils, teachers and the subject co-ordinator. By the end of Year 2 pupils' attainment is broadly in line with the Locally Agreed Syllabus for Ealing and has been maintained since the previous inspection. Pupils' achievement is good. By the end of Year 6 pupils'

attainment is above expectations for the locally agreed syllabus and pupils achieve well. Pupils with special educational needs and those who speak English as an additional language also achieve well. This is an improvement since the Year 2000 inspection when standards were judged to be in line with the agreed syllabus by the end of Year 2 but below average for the agreed syllabus by the end of Year 6. The raising of standards in the subject was a key issue for improvement. This has been achieved.

149. By Year 2, pupils are familiar with some of the key events in the life of Jesus and the Christian celebrations of Easter and Christmas. They know the important events from the Hindu story of Rama and Sita and are aware of the important people whose lives have influenced the religions studied. Pupils are learning about themselves and are developing sensitivity and understanding. They explore and share their thoughts about feelings, friendship and sharing and know about special times in the family, such as birthdays and weddings, and about special places. They can describe the main parts of a church, gurdwara and mosque. They are beginning to develop a sound awareness of the signs, symbols of different faiths and the festivals celebrated by Christians, Buddhists, Hindus, Jews, Sikhs and Muslims.
150. By Year 6, pupils generally have a good knowledge of the key beliefs of the six religions studied. They have a good understanding of the importance of holy books, such as the Bible and the Qu'ran, to their respective faiths. They know the importance of religious festivals in daily life, for example, christenings, marriages and funerals. They can talk about the people from the faiths studied, for example, Jesus, Mohammed, Guru Nanak, Buddha and Guru Gobind Singh. They talk with empathy and understanding about the lives of special people, for example, Martin Luther King and Anne Frank. Pupils respect and appreciate the diversity of religions and cultures within the school and in the wider world, which helps towards the harmonious atmosphere within the school.
151. As only one lesson was observed during the week, it is not possible to make an overall judgement on teaching in Years 1 and 2. However, analysis of pupils' work and discussion with pupils indicate that it is good. From the lesson observed in Years 3 to 6, discussion with pupils and the analysis of work, teaching in Years 3 to 6 is also good. This is an improvement since the Year 2000 inspection, when teaching was judged to be satisfactory and insufficient time was given to the subject. Teachers' knowledge is good and takes account of the multi-ethnic and multi-faith nature of the school community and the wider community. Analysis of pupils' books indicates that teachers have high expectations of work. However, worksheets are often the same and work set does not always take account of higher attaining pupils. In the one lesson observed teaching was very good. The teacher role-played with the pupils a Jewish Passover meal. The practical nature of the lesson and the very good use of questions by the teacher to develop pupils' understanding of the symbolism of a jug of salt water, an egg, salt, lettuce, herbs and a candle ensured that pupils were very interested and motivated and made very good progress in the lesson. The teacher also had the objectives written on the board for the pupils to refer to throughout the lesson, which ensured a very good understanding of their learning. The lesson also contributed well to literacy and speaking and listening skills.
152. The management of the subject is very good. The issues from the previous inspection have been addressed well by the co-ordinator and in a short period of time. The scheme of work is relevant to the pupils and is based on the Locally Agreed Syllabus for Ealing. The co-ordinator monitors planning and pupils' work and has had opportunities to work alongside colleagues and to monitor teaching and learning. The use of assessment to inform planning and to track pupils' progress is satisfactory. The subject contributes very well to the pupils' spiritual, moral, social and cultural development through the study of the different religions. This represents an improvement from previous judgements, when this aspect was seen to be "insufficiently developed". The use of ICT is currently underdeveloped in the subject. Assemblies cover a broad spectrum of religious and moral themes and support the subject well. They enable the pupils to understand aspects of many religions. The school is particularly careful to ensure that religious festivals and celebrations coincide with the correct dates during the calendar year to ensure the pupils' learning is relevant, particularly to the families who are celebrating their religious festivals at the time.