

INSPECTION REPORT

MONTPELIER PRIMARY SCHOOL

Ealing, London

LEA area: London Borough of Ealing

Unique reference number: 101912

Acting headteacher: Mr R Mucadum

Reporting inspector: Mr Christopher Gray
21037

Dates of inspection: 17 - 20 March 2003

Inspection number: 246163

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Helena Road Ealing London
Postcode:	W5 2RA
Telephone number:	020 8997 5855
Fax number:	020 8810 7602
Appropriate authority:	The governing body
Name of chair of governors:	Prof. A Gillett
Date of previous inspection:	3 November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21037	Christopher Gray	Registered inspector		What sort of school is it? How high are standards? a) The school's results and achievements How well are pupils taught? What should the school do to improve further?
9561	Husain Akhtar	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
30677	Peggy Waterson	Team inspector	Foundation stage Art Design and technology	
23588	Charanjit Ajitsingh	Team inspector	English as an additional language English Religious education	
32021	Andrew McClean	Team inspector	Educational inclusion Mathematics Music	How well is the school led and managed?
28170	Ian Chearman	Team inspector	Special educational needs Information and communication technology Science	

32177	Sean Curran	Team inspector	Geography History Physical education	How good are the curricular and other opportunities offered to pupils?
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The inspection contractor was:

Cambridge Education Associates Ltd

Demeter House
Station Road
Cambridge
CB1 2RS

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33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Montpelier Primary School is situated in the London Borough of Ealing in west London. The school is for children aged three to eleven, and has 560 full-time pupils (273 boys and 287 girls). In addition, 48 children attend the nursery in either the morning or the afternoon session. The school is much bigger than most primary schools though numbers are a little lower than at the last inspection, reflecting a borough-wide fall in numbers. The school is over-subscribed at the youngest end, but there are gaps in older classes, reflecting transfer to private education. Children's attainment on entry to the school is similar, overall, to what is generally found nationally for children of that age.

The school's intake reflects a rich cultural diversity and the majority come from families whose socio-economic circumstances are above national averages. The proportion of pupils entitled to receive a free school meal (14 per cent) is average. Thirty-seven per cent of pupils have a mother tongue other than English and this is very high compared with most schools. Twenty-five of these pupils are at the early stages of learning English, representing four per cent of all pupils. There are 62 pupils on the special needs register; at approximately 11 per cent of the school's roll, this is below the national average. Eleven pupils have Statements of Special Educational Need, and, in percentage terms (nearly two per cent), this is about average. The number of pupils who join or leave the school at times other than the start of the school year is higher than average, largely because of families from abroad who move for short periods to the area for employment reasons.

HOW GOOD THE SCHOOL IS

Montpelier Primary School is a good school which is justifiably popular with parents. Pupils behave well and have good attitudes to their work. The standards the oldest pupils are likely to achieve when they leave the school in Year 6 are above average in English, mathematics and science. The overall quality of teaching is good. The school is led satisfactorily by senior management and the acting headteacher has done a good job in keeping the school running smoothly during the period without a headteacher. Governors' involvement is good. The school provides sound value for money.

What the school does well

- Provision in the nursery is very good
- Pupils' attainment in English, mathematics and science is above average by Year 6
- Teaching is good, overall
- The provision for pupils' personal development is good and the school provides them with good care and welfare. Pupils respond with good attitudes to their work and good behaviour
- Pupils with special educational needs and those for whom English is an additional language receive good help with their learning
- Parents are generally pleased with the work of the school and they are closely involved in their children's education

What could be improved

- The extent to which the school stretches its pupils, especially higher attainers
- The way in which management ensures that teaching is of a consistently good quality in all classes
- The school day could be split up more effectively to provide increased time for subjects apart from English and mathematics

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1997, when there were six key issues. Three of them required the school to improve pupils' attainment and progress in information technology, design and technology, geography and physical education. Standards now exceed expectations in physical education and meet them in the other three subjects. A fourth issue was about making pupils' behaviour consistently good. Good progress has been made on this issue and a calm, working environment exists in all

classes. The school was also to design schemes of work for all subjects, with associated procedures for assessment. This has largely been done, though teachers do not make enough use of the information which assessment gives them. Monitoring of the curriculum and teaching was to be improved. This has been done, though the scope of monitoring needs widening.

In addition, overall results in National Curriculum tests at the end of Year 6 have improved and continue to rise in line with the national trend. Teaching is considerably better than it was at the last inspection. The overall improvement since the last inspection has been good.

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	C	C	B	A
mathematics	A	B	B	B
science	B	B	A	A

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

The table gives a good picture of attainment by the oldest pupils in 2002. In that year, the school met its targets for test results and a comparison with national trends shows that the school's overall results are improving at a similar rate with national standards, at the same time as being considerably higher. Current standards, as found by the present inspection, show that attainment by Year 6 is above the national average in English, mathematics and science, though more pupils across the school are capable of higher performance in writing, as the school has already identified. Given that pupils begin the school with skills which are largely average, pupils are achieving well, though higher-attaining pupils need more challenge in many lessons. The school is in line to meet its targets for 2003. By Year 2, pupils' attainment is above average in English and mathematics and average in science. In the other subjects of the curriculum, pupils' attainment exceeds expectations in music and physical education by Years 2 and 6 and is similar to expectations in all other subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils like the school and appreciate what it does for them. They enjoy their lessons and involve themselves enthusiastically in the activities provided by the school.
Behaviour, in and out of classrooms	The school is an orderly community, with a purposeful atmosphere in which pupils feel safe, secure and valued. Pupils' behaviour is good both in and out of the classroom and in all aspects of school life.
Personal development and relationships	Pupils enjoy very good relationships with one another and with adults and their personal development is good. They show respect and warmth, and they appreciate their teachers' encouragement and support, and the atmosphere of mutual respect.
Attendance	Similar to the national average, though some parents take their children

	abroad for extended visits.
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TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	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 most consistent strength of the teaching is teachers' high expectations of pupils' behaviour. This encourages them to behave well, work hard and make effective progress. Teachers' planning is thorough and they tell pupils in each lesson what they are going to learn, which means that pupils are able to judge the effectiveness of their own learning at the end of the lesson. However, planning does not always take into account what pupils already know, so that higher-attaining pupils are not taken as far as they could go, if they did not begin their work at the same point as other pupils. Teachers' marking of pupils' work does not always give pupils enough pointers as to how to improve.

Teaching in the nursery is good and gives the children a good start to their schooling. Teaching in the reception builds on this start in pupils' personal development, but teachers do not make enough use of children's prior attainment in planning for their development in language and mathematical development. In Years 1 to 6, literacy and numeracy skills are taught well and pupils use them in many subjects, though they need more encouragement to use in other lessons the more advanced writing skills they learn in literacy. Teaching in English, mathematics and science is good throughout the school. Pupils with special educational needs and those for whom English is an additional language are well taught by their teachers and support assistants.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory, overall. The school teaches all the subjects it has to but gives a large amount of time to English and mathematics at the expense of other subjects. Too much time is spent in getting pupils to and from the playground and assemblies because access to the upper floor is limited and the width of corridors is restricted by storage cupboards. A very good range of extra-curricular activities enhances the curriculum.
Provision for pupils with special educational needs	Good support is given and the special needs co-ordinator organises the provision well. Teachers and support staff plan effectively for the differing needs of pupils.
Provision for pupils with English as an additional language	Good. These pupils have full access to the whole curriculum. New pupils are withdrawn from classes for a short time, to help them improve their English language skills, with additional emphasis on speaking and listening. Other pupils receive good support from teachers and assistants. They take a full part in school activities.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school's ethos is based on trust and respect where all staff value pupils. The new school council is a helpful forum for developing pupils' shared understanding of personal and social matters. Pupils are introduced effectively to their own and other cultures throughout the curriculum.
How well the school cares for its pupils	The school is a safe and secure environment, providing good care and welfare for its pupils. Teachers need to make more use of their

	knowledge of pupils' prior attainment in planning for what they need to learn next.
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The school has a good partnership with parents and provides them with useful information on what their children are going to learn and how they are progressing. Parents respond well by giving the school their full support in classrooms, in helping their children learn at home and in raising money for the school through the active Parent-Teacher Association.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	There is a good team spirit among staff and a commitment to the pupils' interests. Management currently lacks a clear direction in the absence of a headteacher, though the acting headteacher has managed the school well in the interim.
How well the governors fulfil their responsibilities	Governors keep themselves fully abreast of how the school is doing and are closely involved in determining its future development.
The school's evaluation of its performance	The school tracks pupils' progress in English and mathematics, but does not make enough use of this information in planning for their future learning. Teaching is monitored frequently, though this process does not always succeed in identifying weaknesses.
The strategic use of resources	The school has enough teachers and assistants and its resources for learning are satisfactory. The current number of pupils in the school and the demands of the modern curriculum mean that space is too restricted in some areas, notably in the information technology suite and the nursery. The principles of best value are applied satisfactorily.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school • Children make good progress • Behaviour in the school is good • The school is helping children to become mature and responsible • There is a good, caring ethos • Children are expected to work hard • Teaching is good • Parents feel comfortable about approaching the school with questions or a problem 	<ul style="list-style-type: none"> • The activities outside lessons • Amounts of homework

Inspectors endorse all parents' positive views about the school. Parents were divided about homework; some felt there was too much while others thought there should be more. Inspectors judged the amount to be about right. The inspection team judged the range and quality of extra-curricular activities - not just after-school clubs - to be very good, though on this issue and homework, the school could explain its provision to parents more clearly.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

National curriculum test results, trends and targets

1. Pupils' results at the expected level (Level 2 and above) in the 2002 National Curriculum tests at the end of Year 2 were above the national average in reading and similar to the average in writing and mathematics. At the higher level (Level 3), results were above average in reading and mathematics but below average in writing. In science, teacher assessments show that pupils' attainment was below average at the expected and higher levels.
2. Looking at the average points score (where pupils' attainment at all levels is taken into account), results were above average in reading and mathematics and below average in writing, compared with all schools and with those in similar circumstances.
3. The trend in mathematics results over the last five years has been generally upward. Reading results have been mostly maintained at above average levels but those in writing have declined, overall, though some slight improvement is discernible over the last two years. The main area of weakness is the number of pupils attaining Level 3.
4. Pupils' results at the expected level (Level 4 and above) in the 2002 National Curriculum tests at the end of Year 6 were well above average in English and science and above average in mathematics. Results at the higher level (Level 5) were well above average in science, above average in English and average in mathematics. The school met its statutory targets for English and mathematics in 2002 and is in line to achieve those for the current year.
5. The average points score shows that results compared with all schools were above average in English and mathematics and well above average in science. Measured against schools with similar free school meals figures, the results were well above average in English and science and above average in mathematics. Comparing the school's results with those of schools with similar prior attainment shows English to be above average, science well above average but mathematics to be only average. The school's own records of the attainment of pupils who had been in the school from Year 2 to Year 6 also shows that their progress in mathematics was not as good as in English.
6. The trend in each of the three subjects over the last five years has been broadly upward and the overall trend across all three subjects is similar to the national trend.
7. The performance of boys and girls has not differed significantly from the national picture in Key Stage 1 tests over the years or in English and science at Key Stage 2. In mathematics at Key Stage 2, boys have performed better than girls, but there is no evidence in pupils' past or present work to show such a difference in the day-to-day work of the school. The wide variety of pupils' ethnic backgrounds has meant that the school has not analysed the performance of distinct groups, though the recent adoption of new computer software presents this possibility. The school does not analyse the results of late entrants to the school as a distinct group.

The findings of the inspection

8. Children enter the school with skills that are average, overall. The very good provision in the nursery gives them a good start and most children develop skills as expected by the time that they enter reception. Their personal, social and emotional skills are above what is expected. In reception, they make satisfactory progress and are on line to achieve the early learning goals by the time they enter Year 1 in most areas of learning. However, their progress in communication, language and literacy and in mathematical development is not as fast as in the nursery because

the tasks they are given do not always build sufficiently on their existing skills. Standards are below expected levels in these areas.

9. In English, pupils' standards of attainment in speaking and listening and in reading are above average by Years 2 and 6 because of good teaching. Pupils' writing skills are average overall because too few pupils reach higher levels. This is partly because the work they are given does not always match their ability and, more generally, because they are not in the habit of using the advanced skills they learn in literacy lessons when they write at other times. However, older pupils' writing in science is of a good standard because teachers emphasise clarity.
10. Pupils' attainment in mathematics is above average by Years 2 and 6. Pupils have a good understanding of number. Their knowledge of shape, space and measure is well-developed, but their use of data-handling is not as advanced. They need more opportunities for applying their mathematical knowledge in real situations.
11. Attainment by Year 2 in science is average. This is an improvement on that shown by teacher assessments for the 2002 national tests. This is partly because teachers' assessment have been over-cautious in the past, but is also as a result of good planning and sharing of practice by teachers, and effective teaching of experimental methods in science investigations. Attainment by Year 6 is above average and pupils show a good level of scientific knowledge.
12. Pupils' attainment in information technology is now average, having been a key weakness at the last inspection. Standards in religious education meet expectations, but are not as high now as they were formerly, because the school splits the time allocation for religious education between that subject and personal, social and health education (PSHE). Attainment in music and physical education exceeds expectations by Years 2 and 6. Attainment in all other subjects meets expectations by Years 2 and 6.
13. The school is in the process of identifying its gifted and talented pupils. Guidance has been given to teachers by the co-ordinator and their responses to a request for referral are due after Easter. A small number of pupils has already been identified and receives enhanced support in their area of talent, enabling them to make progress at a similar rate to other pupils. Higher-attaining pupils make satisfactory progress in most lessons but do not always receive appropriate challenge.
14. Pupils who receive English as an additional language learning support make good progress in relation to their prior learning. Those who are new arrivals and at the early stages of learning English have regular, individual support on a withdrawal basis as part of the induction programme over a term or two, depending upon need and the progress made. They continue to develop skills in speaking and listening, reading and writing and their achievement is reviewed once a term.
15. As a result of the good provision, pupils with special educational needs reach good standards of attainment, overall, against the targets set for them in their Individual Education Plans and in the completed work designed by teachers to meet their learning needs. They make better than average progress in basic skills. Pupils have very good attitudes, are keen to learn, and take full advantage of the opportunities offered by the school. This is because they have a keen sense of being valued and fully included in all activities.
16. Most pupils' progress between entering the school in the nursery and leaving in Year 6 is good, overall, but it is patchy. This is for two main reasons, one concerning monitoring of teaching, the other concerning use of assessment data. First, though teaching is monitored frequently and is an improvement on the last inspection, it is not sufficiently focused on evaluating school-wide issues; for example, the success of setting in mathematics, or the differentiation of work. Co-ordinators are not involved in assessing teaching in their own subjects. Secondly, the school has a large amount of data on each child's performance in English and mathematics tests at the end of each year. However, the information is not used rigorously in setting targets for each child or in checking to see how far the targets are met. Where targets are not met, there is no consistent process of review to find out why or to rectify any problems. The use of assessment and target-

setting in most other subjects is underdeveloped, except in information technology, where there are good examples.

Pupils' attitudes, values and personal development

17. The overall picture is better than that at the time of the last inspection. Pupils' attitudes to work and their behaviour are now consistently good and pupils are very well managed in lessons. This is a significant factor contributing to pupils' performance.
18. Pupils like the school and appreciate what it does for them. Most pupils are in the playground well before the start of the school day, amicably chatting or happily playing together. In their responses to the inspection questionnaire, parents agreed that their children like the school. Most pupils enthusiastically involve themselves in the activities offered, including a variety of extra-curricular activities, and make good use of opportunities for their personal development - for example, the recently formed school council. Most pupils listen attentively; interest and concentration are well sustained, and involvement in learning is evident across activities and throughout the different age groups. They show a desire to improve their performance, respond well to challenging tasks, and take pride in their finished work, as when they were using adjectives to create humour in English. Inspectors also observed pupils' sense of enjoyment in many lessons. Pupils enjoy the success of persevering with their work and being able to celebrate the completion of a task. Pupils collaborate effectively when engaged in group work; they listen carefully to each other's ideas and opinions, and express their own ideas with adequate confidence. All these positive features of pupils' personal development, which greatly help their learning, are evident in all groups of pupils including boys, girls and pupils from different backgrounds. Pupils who have specific educational needs or particular circumstances, also show good commitment to learning and respond well to any additional support. There is a small minority of pupils who have either not fully benefited from the good opportunities for their personal development at the school or have behavioural problems. They are not greatly interested in learning and can be challenging but they are very well managed and as a result, lessons proceed smoothly.
19. The school is an orderly community, with a purposeful atmosphere, in which pupils feel safe, secure and valued. Pupils' behaviour is good both in and out of the classroom and in all aspects of school life. In lessons, pupils' good and sometimes very good behaviour helps them to make good progress and this is so even for the younger pupils. For example, in a Year 1 science lesson, pupils' behaviour was very good and they learnt effectively about how light can be blocked. Movement around the school is responsible. Pupils are courteous and keep themselves to themselves when going to or coming from assemblies or the playground. Bullying is not a problem in the school because teachers are continually vigilant and apply behaviour procedures effectively. Pupils have few occasions to behave inappropriately, as in the playground at lunch-time, where they are less firmly managed but they are not aggressive. Respect for feelings, values and beliefs is very good in the school. Inspectors saw no incidents of any oppressive behaviour. Pupils show good care and concern for others - for example, by following safety instructions in practical activities. Pupils treat school property with good care and respect. Exclusions are not a regular feature of the school. One boy was excluded for a fixed period and then permanently during the last year and this was for good reasons. Correct procedures for exclusions were followed.
20. Pupils' personalities are well-developed and they enjoy very good relationships among themselves and with adults. Pupils show respect and warmth, and in turn they appreciate their teachers' encouragement and support, and the atmosphere of mutual respect. For example, very good relationships in a Year 3 physical education lesson enabled very good teaching and learning about body movement. Good social relationships indeed play a very positive part in supporting pupils' personal development effectively. Whilst the personal development achieved by most pupils during their stay at the school is good, a small number of pupils have not acquired sufficient self-discipline. There is a very good range of extra-curricular activities and these are well attended. Pupils are willing to take on responsibilities and they carry them out well, whether as a participant in the school council, raising funds for charities or representing the school at the external sports competitions. Pupils understand the importance of hard work but they are not well aware of their own progress and therefore are not fully in a position to take responsibility for

their own achievements. There are not many opportunities for them to take initiative and choose their activities or to decide how to approach their work.

21. Attendance is satisfactory, being broadly in line with the national average. Absences are not confined to any groups of pupils. A few families, known to the school, show less appreciation of regular attendance. Whilst illness accounts for most of the authorised absences, a sizeable number of absences are caused by some parents taking their children on holidays or extended visits abroad during term-time. However, there is no striking evidence that the absences adversely affect pupils' performance. There is some unauthorised absence but it is well below the national average and is because the parents have not supplied a reason for the absence. Most pupils arrive on time in the morning and the school day starts promptly.

HOW WELL ARE PUPILS TAUGHT?

22. The quality of teaching in the school is good, overall. Teaching was very good or better in 17 per cent of lessons, good in a further 49 per cent, satisfactory in 32 per cent and less than satisfactory in two per cent. This is big improvement on the last inspection, when 14 per cent of teaching was unsatisfactory.
23. The most consistent strength of the teaching is teachers' high expectations of pupils' behaviour. At the last inspection, pupils' behaviour was judged to be good, but there were classes where pupils were not managed as well as in others. This is no longer the case. All teachers have good relationships with their pupils and pupils respond well. In a very good Year 6 literacy lesson, pupils were learning to recognise how a good argument is constructed, by taking apart a text about mobile 'phones. Pupils first used their whiteboards to summarise in a few words the gist of each of the four paragraphs and subsequently used this to reconstruct in table form the pros and cons of the author's argument. There was no flippancy or intrusion of personal opinion. The teacher expected the pupils to take the task seriously and they responded with quick, succinct summaries of the main points. Because they were trusted to work sensibly, they soon learnt the method of constructing a table of arguments for and against, and then applied the whole, complex process to another text about traffic congestion.
24. Teachers plan their lessons well, using the school's schemes of work. They make good use of clear objectives for learning and they make clear to the pupils in every lesson what they are about to learn. An example of effective planning was seen in an excellent information technology lesson for Year 6 pupils, who were learning to alter data in a spreadsheet and enter formulæ. The data were from a profit and loss account for a school tuck shop, and pupils were asked to make predictions about the effect of certain changes and check that the results made sense. The learning in this lesson was very effective because the teacher made regular assessments of what pupils have learnt and encourages them to assess their own progress by the use of a checklist. This meant that the teacher was able to plan aspects of the activity geared to pupils' individual needs.
25. This excellent lesson highlights inconsistencies in some other classes. Planning for many lessons takes insufficient account of pupils' prior learning. Different learning objectives are rarely set for different groups of pupils and the same task is often given to the whole class. This is because teachers do not have easy access to records of what pupils have achieved previously; in some subjects, there are few such records. This is retarding the learning of some pupils in some lessons, especially higher-attaining pupils. Teachers plan lessons together in year groups, but they do not always adapt the plan sufficiently to the needs of their own pupils.
26. Learning is also slowed in certain mathematics, science, geography and history lessons, when teachers give pupils worksheets with limited space for their response. This practice anticipates the length of pupils' answers and so restricts their independence and thought. In science, experiments are often too prescribed by the teacher or by the scheme of work, so that pupils' opportunities for devising their own investigations are limited.

27. Teachers' use of time is both a strength and a weakness. Time in most lessons is divided into introductory and closing, whole-class sessions, with time in between for individual or group activities. These three parts are balanced effectively in most lessons. This gives ample time for the teacher to draw together and extend pupils' learning by careful questioning. For example, in a very good science lesson about melting for Year 2 pupils, the teacher directed questions at higher-attaining pupils. "In the days before 'fridges, where would you have kept ice?" she asked. "In the cellar," one pupil replied, "because hot air rises." But teachers sometimes keep children too long on the floor at the start of lessons, or leave insufficient time for the closing session. Teachers could make greater use of targeting particular questions at specific groups of pupils.
28. Time is less well used between lessons. Playtimes and assemblies sometimes overrun. The layout of the school, constricted corridors and lack of a second, serviceable staircase mean that it takes too long for pupils to get to their classes from the playgrounds and halls.
29. The quality of teachers' marking varies from class to class but, overall, it does not play a big enough part in showing pupils where to improve or in providing them with opportunities to do so.
30. The teaching in the Foundation Stage is satisfactory, overall. It is good in the nursery, where the quality of provision enables children to make a good start in their schooling. Teaching in reception is satisfactory, but teachers do not make enough use of what children can already do in planning for their individual needs, especially in language and mathematical development.
31. In Years 1 to 6, English teaching is good. Teachers develop pupils' speaking and listening skills well and reading skills are well taught. In writing, teachers do not always match tasks closely to pupils' abilities; sometimes, written tasks are too hard for lower-attaining pupils, and at other times they are not sufficiently demanding for higher-attaining pupils. When pupils write in other subjects, they are not always encouraged to use the spread of writing styles or to write in more complex language, using skills developed in literacy lessons. This means that writing in advanced English does not come naturally.
32. Teaching in mathematics is good. The numeracy hour has been well established and setting is working well in Year 6, where good challenge is offered to pupils of all abilities. Assessment information is used less consistently in other classes to match work to pupils' needs. This and the over-use of worksheets means that on occasions, pupils are repeating work already understood.
33. The teaching of science is good across the school. A major strength is the high quality of whole-class discussion and questioning. Provision for higher-attaining pupils is inconsistent, however. Some worksheets and over-prescribed experiments sometimes limit progress.
34. The teaching of information technology is good, overall, though it is hampered by the cramped accommodation in the computer suite. Across the school, teaching is good in music and physical education and satisfactory in geography. Teaching in art and history is satisfactory in Key Stage 2, but there was not enough evidence to judge teaching in these subjects in Key Stage 1 or in design and technology throughout the school.
35. Pupils have well-constructed Individual Education Plans for identified special educational need. Work is carefully set for them by teachers and this helps them to achieve the learning targets set out for them. Teachers and learning support assistants regularly consult the special educational needs' co-ordinator and one another to organise and evaluate pupils' learning. Teaching is good, as is the work of the support assistants.
36. The co-ordinator and a part-time bilingual assistant provide specific support for pupils with English as an additional language. This support is very valuable and effective in raising achievement, where it is given. Some of the teachers and support staff who also share one of the first main languages of pupils also enable them to access learning. Class teachers have been provided with some additional training, which has helped them to take into account the attainment and needs of pupils with English as an additional language to support them in their lessons.

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

37. The school provides a satisfactory curriculum that covers all subjects and is relevant to the ages and interests of the pupils in Years 1 to 6. It fulfils statutory requirements of the National Curriculum and the local agreed syllabus for religious education.
38. There is a very broad curriculum framework, with a good focus on literacy and numeracy and a satisfactory emphasis on the development of knowledge, skills and understanding in other subjects. However, there is insufficient emphasis on the coverage of the foundation subjects and their time allocation. History alternates with geography, art with design and technology and religious education with PSHE. This affects the balance of the curriculum. This is owing to the large proportions of time allocated to mathematics and English. The school takes good care to ensure that the curriculum is relevant to the needs of the pupils. It places strong emphasis on the development of literacy and numeracy skills. There are sound arrangements for the development of pupils' PSHE, including appropriate teaching on sex and drugs education. Teachers promote these areas with a structured programme, which is an integral part of the aims and aspirations of the school.
39. Literacy and numeracy strategies are working effectively. Both literacy and numeracy are promoted satisfactorily through work in other subjects of the curriculum. The school has implemented the national strategies for teaching literacy and numeracy skills very successfully. It continues to give priority to both these subjects with ongoing teacher in-service, writing skills being a focus in the coming term. This emphasis on literacy and numeracy has resulted in the time allocated to other subjects being reduced. The current arrangements of some subjects having to be taught in half-termly blocks, make it difficult for pupils to build effectively on their skills and knowledge as they move through the school.
40. The school's aims are supported by clear subject policies, most of which have been reviewed to take account of the requirements of the modified National Curriculum. There are detailed schemes of work in all subjects to assist the teachers in their planning for continuity and progression across classes and year groups. These plans are checked by the subject co-ordinators. This helps to ensure consistency. However, some of these schemes, for example, those in geography and history, have not been established long enough to have had an impact. All pupils have full and equal access to the curriculum at their own individual level, which is based on their needs.
41. The provision for pupils with English as an additional language is good. They have full access to the whole curriculum. Mostly, new pupils are withdrawn from classes for a short time, to help them improve their English language skills, with additional emphasis on speaking and listening. They take full part in school activities and take responsibility for themselves with additional encouragement from other pupils and staff. This helps their spiritual, moral, social and cultural development.
42. Individual Education Plans are effective in promoting good levels of learning for pupils with special educational needs because clear planning directs teaching. The school's organisation and practice in meeting the needs of these pupils is good and they receive a broad and balanced curriculum. The occasional withdrawal of pupils from lessons for special input is carefully monitored to minimise any loss of curriculum experience. Other than this, they are fully included in all areas of pupils' experiences and have full access to what is offered by the school. The scrutiny of annual and transitional reviews, statements and Individual Education Plans shows that they meet the requirements of the new Code of Practice. The dedicated provision for gifted and talented pupils is developing and a policy and clear guidelines have been written. A register of pupils is in the process of being drawn up, and additional experiences to enrich the curriculum for pupils already identified have been arranged. Contact with external agencies working with the school to support provision and assessment for all pupils, is good.

43. Sex education is taught as part of the PSHE programme. It takes place in Years 4 to 6, and parents are invited to view the materials to be shown and reminded of their right to withdraw their child if they wish. There are clear statements that the setting should be in the context of a loving and stable relationship. By the end of Year 6, pupils have had the opportunity to explore the physical and emotional changes associated with puberty. Teaching about drugs also takes place within the PSHE programme. It provides clear and accurate information on drugs as medicines, teaches knowledge of drugs (particularly alcohol and tobacco) and enables pupils to make informed choices. The programme also ensures that pupils know where to obtain information, advice and help. In addition, the school has taken steps to ensure that pupils are aware of their own personal well-being. The school is part of the "Healthy Schools Initiative" and "Fruit for Schools Scheme".
44. The school benefits greatly from its involvement with the local community and pupils have many enriching experiences. This provision is very good. The school has committed a member of staff to oversee this area. Parents are invited to help use their skills in the school for the benefit of all. At the present time there are 30 parents who help in the classroom. This help extends to the organisation of links with pen-pals in Malaysia, charities such as "Shoe boxes for Rumania". Staff have also taken advantage of opportunities to widen links, and the close contact with the Women's Aid Refuge has enabled a greater understanding of the difficulties confronting parents and children. The school also greatly benefits from the activities of a very committed Parent-Teacher Association (PTA), which raises very large sums of money for the benefit of the pupils.
45. Pupils have very good opportunities in extra-curricular activities. They visit well-chosen places of interest that broaden their learning in history, geography and religious education. Visits are made to museums and libraries, St Mary's church, a mosque and a gurdwara. Two residential journeys take place to Dorset and the Isle of Wight. These residential visits provide good quality educational and adventurous activities as well as giving pupils many opportunities to develop socially and learn to live harmoniously in an environment away from home.
46. Pupils have the opportunity to develop their sporting skills with skilled teaching from the local community football, rugby, basketball and tennis club coaches and these make a very good contribution to pupils' physical development. There are good opportunities for pupils to take part in sporting events, which encourage them to strive for high standards. Competitive games are played with other schools, and visits to such places as Lord's Cricket Ground are part of the experience. Individual and group music lessons are available in the school. Pupils have opportunities to take part in choir, recorder and orchestra clubs. These skills are then transferred to public performances such as whole-school assemblies, music festivals and celebrations in the school and community. Each class is expected to enrich the curriculum by having termly visits to places of interest that are connected with the curriculum areas being studied. This provides pupils with both first-hand learning, and the opportunity to put into practice the skills and knowledge obtained in the classroom. A book club and country dancing add to the range of activities. The school makes good use of the expertise of visitors to school, such as the nurse, community policeman and firemen to contribute to pupils' personal development.
47. The school has established good relationships with other schools and colleges and shares information relating to the curriculum and to pupils. These opportunities contribute to pupils' academic and personal development and provide valuable opportunities for them to work with other pupils. The school is an effective provider of initial teacher training through its well-established links with Brunel University. The liaison with receiving high schools is well established and productive. It is well overseen by a designated co-ordinator.
48. The school provides good opportunities for raising pupils' spiritual, moral, social and cultural awareness. This is an improvement since the last inspection in that the spiritual development, satisfactory then, is now good.
49. The school provides a safe and caring environment based on trust and respect where staff value pupils. The staff work hard to build pupils' confidence and self-esteem by frequent praise and encouragement. Achievements are celebrated and good work is displayed around the rooms,

creating a stimulating and rewarding environment. The ethos and the work of the school help pupils to improve their behaviour and enable them to form very good relationships. Assemblies bring a community feel to the school and meet the requirements of collective worship. An assembly for infants during the inspection was well attended by parents who

enjoyed the stage performance by Year 1 pupils. In lessons, pupils are able to reflect on aspects like feelings and nature and, in assemblies, on virtues such as determination and effort. In English, pupils focus on matters like 'why the trees should be looked after'.

50. PSHE lessons provide opportunities for pupils to develop an awareness of themselves by expressing their own feelings and opinions while at the same time raising awareness of the need to tolerate the differing opinions of others. In a Year 6 English lesson, pupils were considerate and well-mannered in developing an argument on 'Should corporal punishment be brought back'. Through personal example and direct teaching, staff help pupils to develop an understanding of right and wrong, tolerance and more appropriate ways to react when frustrated or angered. This is reinforced through the initiatives like involvement with Equal Voices Pop-Up Theatre for resolving 'conflict'. The pupils have a clear understanding of the difference between right and wrong, even if a very small number of them do not always act accordingly.
51. Pupils' social development is well supported by the curriculum as well as the comfortable and welcoming environment of the school. There is a good range of extra-curricular activities, as detailed above. Pupils are involved in charity ventures, musical events, end-of-term productions and residential visits. Co-operation is promoted through group work in lessons. The discrete group work sessions for target pupils develop their social skills. All groups of pupils are able to meet and talk together in less structured situations during lunch-times and break-times. In subjects like English, history and geography, pupils have opportunities to consider human relationships, war, peace and environmental issues. The recently established school council is a helpful vehicle for developing pupils' shared understanding of personal and social matters and for understanding their responsibilities.
52. Pupils are well introduced to their own and other cultures throughout the curriculum. A range of outside visits takes place, including theatres, art galleries, and places of worship, and drama groups and artists visit the school. Year 6 pupils participate in Kids Love London, a London-wide initiative. Displays, some of a multicultural nature, are helpful in raising pupils' awareness of cultural values and traditions. Art, music and religious education are of particular help in developing an understanding of cultural diversity in Britain and beyond. The staff profile reflects the diverse pupil population in the school. The school has celebrated Black History Month and international weeks. Pupils' social and cultural development successfully cultivates very good relationships amongst all groups of pupils.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

53. As at the last inspection, the school has a good understanding of pupils' pastoral needs. The school takes good care of all of its pupils and its systems ensure that all pupils feel secure and confident. This high quality of care is underpinned by the very good relationships that exist between all members of the school community as well as the procedures for pastoral care. There are good arrangements to settle in new pupils quickly and to transfer them to the next phase of their education. Unwell pupils are well looked after. The staff, particularly teachers, classroom assistants and the warm-hearted welfare officer, all play an integral and effective part in ensuring pupils' welfare. The effect of this is that the staff know their pupils well and any concerns can be dealt with promptly, effectively and sensitively. The success of the school's care can be seen in how much pupils like the school, a fact remarked on by both parents and pupils, and in their willingness to work. The procedures for ensuring pupils' welfare, as well as their protection, are good, overall. These are based on a detailed knowledge of the pupils and genuine warmth towards them. Records held by teachers and the reports sent to parents indicate good knowledge encompassing pastoral needs. Additionally, the school works closely and effectively

with the child protection agency, social services and the education welfare service, who contribute information and advice which helps in meeting the needs of individual pupils.

54. The school provides a safe and secure environment that supports learning. The school is vigilant about health and safety matters. There are a number of welfare-related procedures, and these are well managed through clear allocation of responsibilities. Some minor health and safety hazards were noted and reported to the school. Child protection practice is good, but formal procedures are satisfactory since the school has not yet developed a policy of its own and has very recently adopted the borough policy on child protection. The designated child protection officers, one each for infants and juniors, are knowledgeable about child protection issues and have appropriate contacts with the external services. Pupils are well guided on matters relating to their welfare and development through the curriculum, like PSHE, and by visiting specialists.
55. The school has focused well on promoting good behaviour and is very effective in eliminating any oppressive behaviour - for example, by creating a calm atmosphere, and reinforcing self-control and social skills. The school's policies on bullying and other oppressive behaviour are well understood and implemented. Behaviour management in lessons is very good but it is not so good at lunch-time; the lunch-time staff do not always promptly and firmly deal with any incidents of inappropriate behaviour. A system of rewards and sanctions is consistently applied by teachers. Most pupils respond well to the opportunities for their spiritual, moral, social and cultural development and they demonstrate good understanding of what is right and what is not. The staff provide pupils with good role models for calmness and respect. Any concern about pupils' behaviour or any incidents of bad behaviour are recorded, discussed and action for improvement identified. Pupils' annual progress reports also contain a section on pupils' behaviour. All this helps pupils to improve their behaviour and to learn in a stress-free environment.
56. Procedures for supporting and monitoring personal development are good. Standards of relationships are very good and, as a result, pupils happily work together and follow instructions. Staff expect pupils to behave well, and this helps pupils to make appropriate progress in their learning. Procedures for recording and monitoring inappropriate behaviour are firmly in place. Pupils' personal development, including behaviour, is monitored through the annual progress reports and behaviour monitoring sheets, which are regularly checked by the senior managers. This, along with arrangements for rewards and sanctions, is effective in helping to check any inappropriate behaviour.
57. The procedures for attendance succeed in obtaining satisfactory levels of attendance. Registration requirements are met and absences are appropriately identified, using a computerised system. The welfare officer operates the system and produces attendance data for monitoring. The school works closely with the education welfare officer. Follow-up of absences is satisfactory; absences are followed by contacting the parents, some on the first day of a pupil's unexplained absence. Family holidays during term-time, which contribute towards absences, are discouraged, but not rigorously. The school intends to introduce a reward system for good attendance. Monitoring of punctuality is good.
58. Considered overall, the school's arrangements for assessing pupils' academic attainment are satisfactory. They are used well to set the statutory targets for improvement in the core subjects. The systems used to identify the standards of attainment for English and mathematics in the school are good. Effective tracking procedures, based on annual testing and termly assessment, identify the rate of pupils' progress. Careful records are kept to show how pupils' standards compare with the average for their age. From these, judgements are made about future performance and targets are set for individuals in each year group and at the end of each key stage. However, the analysis of pupils' performance in national tests is not used to provide information about strengths and the areas for development in core subjects. Analysis, and its use in identifying areas for action to raise standards, is not systematic for the core subjects. There is some good practice; for example, in the lowest mathematics sets in Years 5 and 6, the teacher has good information about individual pupils' learning and shares targets for improvement with them. However, the use of assessment information in planning pupils' future learning in English,

mathematics and science is inconsistent and means that pupils are not always given appropriate challenge, especially higher-attaining pupils.

59. In foundation subjects, assessment procedures are at varying stages of development. In information technology, assessment is used well in Year 6, where pupils' development of skills is monitored by their teacher and pupils have self-evaluation sheets to record their learning and to identify the next steps. In other subjects, the new national schemes, recently adopted, have effective systems for assessment, but they are not all yet in use. This means that, in some

subjects, teachers do not have ready information to guide their planning for individual pupils. There is a new co-ordinator for assessment, but she has not yet had opportunities for training or to monitor assessment as used by teachers in the school across year groups.

60. Assessment is used well for pupils with Statements of Special Educational Needs so that they have good knowledge of their targets for learning or behaviour, and assistants or teachers log small steps in progress. These are used effectively at review meetings to redefine targets and monitor progress and achievement.
61. All new pupils who have English as an additional language are assessed effectively on entry and termly assessment of their attainment during their subsequent time in school is related to the local scheme and to national standards. An overview of assessment of pupils who also have special educational needs is also kept. The school maintains good liaison with the local authority's Ethnic Minorities Achievement Service, collects data and analyses results by ethnicity and has systems to analyse assessments based on English as an additional language. The information is used well for planning and prioritisation of provision.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

62. The school has maintained the good partnership with parents reported by the last inspection. Good liaison takes place on a regular basis, both formally and informally. Parents are happy with most aspects of the school's work including what it achieves. They feel that they and their children like the school, which is approachable and receptive. Teaching is good and pupils behave and learn well. They are of the view that their children are helped to become mature and responsible. Inspectors support parents' favourable views. However, some parents have mixed feelings about the homework, some feeling there is too little while others saying there is too much, and others are not happy with the activities offered outside lessons. Inspection evidence indicates that the homework is satisfactory but the provision for extra-curricular activities is very good. The school could helpfully explain to parents the extent of its extra-curricular activities and its expectations for homework.
63. A very small minority of the parents who responded to the questionnaire felt that the information they receive could be better and the school could work more closely with them. The inspection evidence indicates that, in general, the information parents receive is of good standard, particularly about the work that their children are likely to do in a term and how parents can help their children with that work. Parents are provided with regular information to enable them to celebrate the achievements and deal with concerns regarding their children's performance. If needed, the school contacts parents promptly by 'phone. The information is complemented by the school prospectus and the governors' annual reports, which meet the requirements and are written in an accessible style. There are annual progress reports, which are satisfactory, and termly meetings for parents to discuss the progress of their children, which are well attended by parents. The reports provide satisfactory information about what pupils can do but not about where they need to improve. The school, however, works well with parents.
64. Parents contribute well towards their children's learning. They sign a home-school agreement for partnership. Parents feel comfortable about coming into the school, and many do so to support the curriculum. They help in the classrooms, encourage their children to take part in educational

visits and accompany these visits. The parental help in school is well organised. Parents wish their children to learn well and the school can rely on parental support in dealing with concern regarding pupils' performance but some do not always help the school in keeping absences to a minimum. The school's Parent-Teacher Association is actively involved in raising considerable funds to improve the school's resources and support its curriculum. Events and socials are well backed by parents. The impact of parental involvement in the school is therefore good.

65. Parents of pupil new to English are kept informed and are encouraged to get involved in supporting their children's learning. They are involved in their children's assessments and the co-ordinator maintains contact with them to give guidance on a variety of issues, including how to help with their children's learning.
66. Parents of pupils with special educational needs are well-informed of their child's progress and of the provision the school makes. There are good relationships between home and school and parents are able to contribute to reviews and assessments. They have good access to teachers and support assistants to discuss their child's needs and achievements.

HOW WELL IS THE SCHOOL LED AND MANAGED?

67. In the recent period, when the school has been without a headteacher, the leadership of the school by the acting headteacher, the leadership team and the senior management team has been satisfactory. The acting headteacher has done a good job to keep the school running and moving forward in the interim, ensuring that the school's aims and values have been maintained. He has a clear view of the school's strengths and weaknesses, which are communicated and discussed on a regular basis with senior management and governors. The leadership of the acting headteacher and senior staff in their care of pupils and their commitment to educational inclusion underpins the school's strong, caring ethos.
68. The acting head is well supported by a leadership team and a senior management team; they carry out their delegated responsibilities effectively and maintain a highly visible presence throughout the school in being available to pupils, parents and to their colleagues. Members of staff are hard-working, open to advice and share a common vision and capacity for all pupils to realise their full potential, in line with the school's aims. A team spirit exists amongst staff which is seen in every facet of school life; this is evidenced not only in the teaching of the formal curriculum, but in the multiplicity of extra-curricular activities which typify school life. These vary from residential visits to the Isle of Wight to music and sporting activities, such as recorder groups and Kwik cricket.
69. The monitoring, evaluation and development of teaching and the curriculum have improved since the last inspection but are not fully effective. These tasks are carried out on a regular basis by the senior managers. As a result of such monitoring, the overall quality of teaching has improved since the last inspection and areas for improvement such as physical education, geography and information technology, have made improvement. However, opportunities for subject co-ordinators and year group leaders to make a significant impact on school leadership are limited because they are not regularly involved in this monitoring process. Moreover, staff and governors spend limited time on evaluating the effects of the monitoring process on teaching and pupils' learning, thus leading to uncertainty as to whether major elements in the school development plan have had the best effect on achievement in the school. This means that, while monitoring helps in remedying weaknesses, it is not as effective in identifying them in the first place because it is not linked to testing the success of initiatives.
70. Subject co-ordinators give satisfactory guidance to colleagues. The division of responsibilities in subjects between a co-ordinator for each key stage has resulted in some lack of strategic overview, with added problems of gaps in continuity and progression. Co-ordinators do not yet have an established part to play in the monitoring and evaluation of teaching, particularly in evaluating assessment procedures and target-setting across the school. Difficulties arise

because of financial constraints in releasing co-ordinators to carry out whole-school monitoring of their subjects.

71. The acting headteacher and governors regard staff as the school's most valuable asset and staff development is given priority. The school's strategy for performance management is well established, with individual targets for teachers linked to the school's overall targets in the school development plan. It operates satisfactorily. Teachers new to the school are well supported by experienced colleagues within their year groups. Learning support staff are also given opportunities to attend training to increase their effectiveness; there are good systems to develop the effectiveness of training new teachers; the school regularly takes student teachers from a nearby university.
72. The governors are a well-informed, dedicated group of people with a wide range of experience in financial, educational and personnel matters. Governors ensure that all statutory requirements are met. They are aware of the school's aims, its strengths and weaknesses and make a significant contribution to shaping its direction. Regular visits are made to school; governors are known to pupils, parents and staff. At parents' evenings each term, governors hold surgeries where parental concerns can be raised. Their work is well co-ordinated through committees that meet regularly within well-defined terms of reference, with actions emanating from the school development plan. This plan is clearly focused on raising attainment. Governors' evaluation of the actions carried out within the plan are at present largely related to success criteria that define whether an action has been achieved, rather than whether they have necessarily been the most effective courses of action.
73. Governors have addressed successfully the key issues from the last inspection. They have provided good support for the school in ensuring its progress. They know the school and are known for their effective support in all the school's activities. A good example of this is their involvement in the formation of race equality and equal opportunities policies together with the implementation of these policies through bodies such as their own Promotion of Racial Equality Group.
74. The co-ordinator for pupils for whom English is an additional language has recently undertaken the work of special educational needs co-ordinator as well, which reduces the time available for support for those who are no longer at the beginners' stage but are not sufficiently fluent to make rapid gains in learning. The co-ordinator maintains and updates the register of pupils who receive support and their stage of language development. The policy incorporates support for new arrivals and refugees. Teachers generally provide good support in mainstream classes, which helps pupils to be fully integrated into the mainstream. There are sufficient high quality and some culturally relevant visual aids and bilingual resources for pupils who are learning English as an additional language.
75. The special needs co-ordinator provides good leadership for the provision for special educational needs in the school. This is extended through her good leadership of the support teacher, and a very effective team of assistants, which draws together provision in the school. Help from external agencies is used to support pupils effectively. This means that pupils with multiple needs are cared for very well. In just a short time in her role, she has led the school to improve its focus on making good provision for all these pupils. Teachers and classroom assistants work closely with her in meeting pupils' needs by ensuring that targets are appropriate and progress reviewed regularly. The school has invested heavily in its effective support assistants as a teaching resource. As line manager, the special needs co-ordinator manages them very well, and relationships and sense of purpose are very good. This contributes significantly to the good provision for pupils.
76. There are sound procedures for setting the budget, involving the headteacher, senior management team and governors. The governing body closely monitors expenditure throughout the year and has the financial expertise among its members to do so effectively. Income and expenditure per pupil are above the national average for primary schools and above the London average but, once all the basic costs such as staffing, supplies and premises have been allocated, there is little

funding remaining with which to address other priorities. The school manages to balance its budget using income it generates itself from promoting community use of the buildings. The school's improvement plan does not clearly establish priorities, or their costs, in order to ensure systematic budgeting over time. Appropriate use is being made of the Standards Fund and of specific grants. The school's administration is efficient, supporting the smooth running of the school. Recommendations from the last audit visit were addressed promptly and the school ensures that it receives the best value for money when purchasing resources or awarding contracts. Information technology is used effectively in the office, and by teaching staff, to carry out a range of tasks.

77. The principles of best value are applied satisfactorily. The school compares pupils' performance with similar schools but has yet to consider comparisons in aspects such as financial expenditure. It has sufficient information to justify the way in which it uses its resources to provide activities outside the national curriculum. Strong links with the local area inform the school's understanding of the views of its wider community.
78. There are sufficient, suitably qualified and experienced teaching staff to meet the demands of the curriculum, including the National Curriculum, the Foundation Stage and Religious Education, in an effective way and the match of staff is good in physical education and in Key Stage 2 in English. Most staff provide good role models and there is a good gender balance and mixture of ethnic background. There is not a generous provision for support staff but the deployment of teaching assistants is well-targeted, which includes providing specific and effective support to pupils with special educational needs and those who speak English as an additional language. Other non-teaching staff are sufficient for the needs of the school. Sound arrangements are in place for the induction of new staff.
79. Overall, the accommodation is too small. The school is situated in pleasant surroundings but was built for fewer pupils. It has two school halls, two library and resource areas, two playgrounds and separately enclosed play areas for the Foundation Stage. However, the junior playground is small and leaves little room for play when all the pupils are in it. Even a display of spring bulbs, intended to commemorate The Queen's Golden Jubilee, has not had space to flourish. Some classrooms have been produced out of oddly shaped areas and do not make suitable teaching spaces. Extra rooms have been created in corridors, which are consequently narrow and dark. Because storage for resources is limited, cupboards make some corridors narrower still. The computer suite is unsatisfactory as only half a class can be taught at a time in it. It is cramped and too hot, with inadequate ventilation. The nursery is also small. There is no field for games and athletics, although the school's proximity to a park provides a useful space for physical education and science work. The upper storey of the building is inaccessible for pupils, parents and staff who may have physical disabilities. The tightness of space is having an adverse effect on the school's use of time, as discussed in the teaching section.
80. Overall, there are sufficient resources to meet the curricular demands for all age groups. Resources for religious education, music and science are good but they are unsatisfactory for history, geography and design and technology. The school and classroom libraries are stocked with books, packs, artefacts, pictures, posters and computers but the reading books are not appropriately colour-coded to help pupils to choose books that offer appropriate challenge. However, this generally adequate level of resources has a positive impact on the pupils' attainment and progress.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

81. To improve further the standards of work and the quality of education provided, the governing body, headteacher and staff should:
- (1) \neq Increase the rate of pupils' progress, especially that of higher-attaining pupils by:
 - making more use of assessment information and target-setting in planning for their next stage of learning;

- ensuring that pupils use a full range of writing styles across the curriculum.
(Paragraphs 16, 25, 92, 96, 107-8, 110, 119-20, 126, 143, 149)

(2) Increase the effectiveness of management by:

- reviewing the composition of the senior management team to include representation of the Foundation Stage;
- making more rigorous use of monitoring of teaching and learning to achieve greater consistency in each class and to ensure that the school's priorities are succeeding;
- using the existing strengths in the Foundation Stage to achieve more consistent provision for the under fives.

(Paragraphs 16, 25-7, 71, 87, 92, 96, 99)

(3) Make more effective use of the school day by:

- creating a better balance between the amount of time spent on English and mathematics and that available for other subjects;
- making a prompt start and finish to lessons, assemblies and play-times.

(Paragraphs 28, 38, 79, 144, 150, 170)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan:

(4) † Seeking to improve the school's accommodation by:

- setting up a less cramped and better ventilated information technology suite;
- increasing the space available for the nursery;
- giving more space for junior pupils at playtime and lunch-time;
- providing more storage space for resources;
- improving the provision of lavatories;
- providing easier access to the upper floor.

(Paragraphs 28, 79)

(5) Enable teachers and pupils to keep a closer check on the appropriateness of pupils' reading books by grading fiction books according to their level of difficulty.

(Paragraph 106)

(6) Enable teachers to make more consistent use of marking of pupils' work in helping pupils to improve.

(Paragraphs 29, 107, 111, 127)

† denotes an issue already highlighted as a priority in the school's development plan

(Numbers in brackets indicate a reference to the main paragraphs where the weaknesses are discussed.)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	97*
Number of discussions with staff, governors, other adults and pupils	43

** Includes 2 lessons where teaching was ungraded because of brevity of observation*

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	15	47	30	1	1	0
Percentage	1	16	49	32	1	1	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	24	560
Number of full-time pupils known to be eligible for free school meals	n/a	84

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	11
Number of pupils on the school's special educational needs register	0	62

English as an additional language	No of pupils
Number of pupils with English as an additional language	220

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	78
Pupils who left the school other than at the usual time of leaving	77

Attendance

Authorised absence

	%
School data	5.7

Unauthorised absence

	%
School data	0.03

National comparative data	5.4
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National comparative data	0.5
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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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	44	40	84

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	39	37	39
	Girls	38	38	39
	Total	77	75	78
Percentage of pupils at NC level 2 or above	School	92 (93)	89 (85)	93 (96)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	37	39	35
	Girls	38	37	37
	Total	75	76	72
Percentage of pupils at NC level 2 or above	School	89 (90)	90 (96)	86 (91)
	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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	38	39	77

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	33	33	38
	Girls	35	31	38
	Total	68	64	76
Percentage of pupils at NC level 4 or above	School	88 (79)	83 (75)	99 (90)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	33	30
	Girls	34	32	34
	Total	60	65	64
Percentage of pupils at NC level 4 or above	School	78 (69)	84 (78)	83 (73)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
124	0	0
1	0	0
63	0	0
6	0	0
0	0	0
7	0	0
21	0	0
44	0	0
26	0	0
0	0	0
6	0	0
29	1	1
8	0	0
22	0	0
8	0	0
105	0	0
6	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)	26.5
Number of pupils per qualified teacher	21.1
Average class size	26.7

Education support staff: YR – Y6

Total number of education support staff	14
Total aggregate hours worked per week	302

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	24
Total number of education support staff	1
Total aggregate hours worked per week	32

Financial information

Financial year	2001/02
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	£
Total income	1,525,320
Total expenditure	1,521,318
Expenditure per pupil	2,434
Balance brought forward from previous year	-6,371
Balance carried forward to next year	-2,369

Number of pupils per FTE adult	12
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FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	6

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.8
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	584
Number of questionnaires returned	124

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	27	6	1	2
My child is making good progress in school.	49	43	3	5	0
Behaviour in the school is good.	40	52	4	2	3
My child gets the right amount of work to do at home.	26	39	26	8	2
The teaching is good.	48	44	5	0	4
I am kept well informed about how my child is getting on.	43	43	11	2	1
I would feel comfortable about approaching the school with questions or a problem.	57	33	7	2	0
The school expects my child to work hard and achieve his or her best.	40	45	12	1	2
The school works closely with parents.	36	50	8	5	1
The school is well led and managed.	38	43	6	2	11
The school is helping my child become mature and responsible.	40	50	2	2	6
The school provides an interesting range of activities outside lessons.	23	45	13	7	12

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

82. The last inspection reported that provision for under-fives was good in the nursery and satisfactory in the reception classes. The quality of education provided in the nursery has improved to very good and remains satisfactory in the reception classes.
83. The nursery teacher compiles useful entry profiles in discussion with each child's parent and they are used well to inform planning. The newly introduced Foundation Stage Profiles are well maintained using regular observations of children's achievements. Reception class teachers use previous records to aid their understanding of children's attainment on entry to the reception year. There is a broad range of attainment on entry to the nursery; most children, however, have standards of attainment which are at least average and some are above average, particularly in their personal and social skills, and in their ability to communicate with adults and with each other.
84. The quality of education provided in the nursery is very good and, as a result, many children enter the reception year with levels of attainment which exceed expectations for their age. Curriculum planning is extremely thorough and meets the needs of children well, taking into account, effectively, all six areas of learning, and ensuring progression in the acquisition of knowledge, skills and understanding. Relationships between adults, and between adults and children, are very good so that children have the confidence to make the most of the good learning opportunities provided.
85. This very good start is not built on as effectively as it might be when the children move into the reception year. Here the quality of teaching is satisfactory, overall. Teachers have worked hard to adapt their style of teaching to new requirements and are committed to improving the provision. At present there is a lack of coherence in approaches to children's learning in reception classes because the school does not have a clear vision of how it wishes to integrate some of its previous practice with the nationally recognised curriculum for the Foundation Stage.
86. Nursery accommodation, inside and out, is small although the staff make very good use of the available space. The room is bright and welcoming, and the outside area is used well. The reception classrooms, too, are rather small but space is generally well organised and the rooms are bright with attractive displays. The large central cloakroom area offers opportunities for greater use. There is an adequate supply of resources but the Foundation Stage budget is small. Throughout the Foundation Stage, teachers and learning support staff work well together; support staff know the children well and understand how to help take their learning forward. Children whose mother tongue is not English are well supported throughout the Foundation Stage. Those with special educational needs are supported appropriately in the reception classes and make satisfactory progress.
87. Management of the Foundation Stage is satisfactory, overall, but is underdeveloped, partly because of the lack of vision mentioned above, and, to some extent, because the co-ordinator has not been able to attend enough training to enable her to become a confident early years' exponent. She has not had the opportunity to monitor and evaluate teaching and learning across the classes. As a result, she is not in a good position to make recommendations for school improvement. The Foundation Stage has no specific representation on the senior management team of the school and this contributes to the rather low status currently attributed to early learning. However, the co-ordinator has established good relationships with all staff, ensures that planning and assessment procedures are consistent, and has made arrangements which promote liaison between the nursery and the reception classes.

Personal, social and emotional development

88. All children are likely to meet national expectations by the end of the reception year and many will exceed them. This is because they enter the nursery with personal and social skills that are often above those expected for the age group and they are provided with very good opportunities to develop these skills further as a result of good teaching. For example, nursery children sit at tables in small groups when they have their morning drinks and fruit, giving them the chance to interact with their peers; they sit still and behave very well. They communicate well with adults and with their peers, maintain concentration and sit quietly when appropriate. They work well as part of a group, and take turns, sharing fairly. Children develop independence and a sense of responsibility when they tidy the equipment they have been using, and they treat property appropriately. They help each other and enjoy playing imaginatively together. The teacher and nursery nurse provide good role models for the children and help them to achieve standards which are above average in this area of learning. This very good beginning is built upon further in the reception classes, by satisfactory teaching, so that the early learning goals are met before the children enter Year 1.

Communication, language and literacy

89. Children enter the nursery with communication skills which are at least average for their age and sometimes they are better. Most children whose mother tongue is not English are fairly fluent in English, and good support is given to those who are less proficient. Children use language confidently for communication, speak clearly, respond sensibly to instructions and often use quite complex sentences. They have a developing interest in books, which they handle appropriately and take home to share. They show an interest in writing and a good proportion of the children are able to copy letters under the teacher's writing. Some can write their own names from memory. Children move into the reception classes with attainment in communication, language and literacy which is at the levels expected for their age, and often it is better. Children's rate of progress slows down in the reception classes and a large minority is not on course to reach the early learning goals by Year 1.
90. Teaching in the nursery is good. The teacher and nursery nurse use good questioning skills to help children develop and articulate their ideas. Initial letter sounds are taught systematically and children enjoy singing and other rhyming activities. They are given opportunities to write labels for their drawings, copying under the teacher's writing, and make use of the writing table in the role-play area, ascribing meaning to marks.
91. During the reception year children develop their writing skills further; they write their names, write over the teacher's writing, copy underneath or from the board, and some children are beginning to write independently. They write a sentence about a story they have read, or report their news. More use could be made of writing things such as captions, labels or lists to extend children's reading and written vocabulary. Children read regularly to adults in school and many are well supported at home. They learn how to use phonics, have a widening sight vocabulary and make good use of picture clues. The more able children read well for their age; the range of ability is wide and some children are at the stage of lapsing into invented story rather than decoding words.
92. Teaching in the reception classes is satisfactory, overall, and sometimes it is good. Children's progress is not as good as it should be, however, because lessons do not always build well upon their previous learning, the pace of lessons is slow, teachers' expectations are not high enough, and children are not often actively involved in their learning. During shared text sessions, for example, children listen to the teacher somewhat passively instead of becoming involved with the text. Teachers' planning is thorough and, appropriately, the content of what children are taught is similar across the three classes. There is too little differentiation in the tasks children are set, between classes and within classes, to move their learning forward effectively. Assessment procedures which indicate what children should learn next exist for writing but not enough account is taken of them in lesson planning. Children's knowledge of sounds and their sight vocabulary of high frequency words are not checked and recorded individually. Teachers know their children well, however, and take account of their progress in their questioning and encouragement.

Mathematical development

93. Most children are unlikely to achieve expected standards in mathematical development by the time they enter Year 1.
94. Children in the nursery show an interest in number and some are able to count objects accurately. They join in with number rhymes and songs, and willingly attempt to count numbers in the correct order. They have opportunities to play with a variety of shapes and are able to recognise and name circles, squares and triangles. In a lesson seen, the children printed repeating patterns of two or three colours. Good questioning extended the more able; for example, one child could identify and count the number of sides and corners of a shape.
95. Teaching in the nursery is very good. Activities always include an aspect of mathematics and, when the teacher or nursery nurse develops a specific concept with small groups, the other activities taking place in the room also have a mathematical focus. Good relationships, well-established routines, and high expectations, ensure that children concentrate on particular activities for a sustained period of time.
96. Children in the reception classes were learning about non-standard measurement, making comparisons between objects to identify which were taller, longer or shorter. A scrutiny of children's workbooks indicated a developing ability to relate addition to the combination of groups of objects, to put numbers in a correct sequence, and to work out one more and one less than a given number. Children's counting skills and number recognition were not observed during the inspection. The quality of teaching in reception classes is satisfactory. Teachers plan their lessons with care but planning does not sufficiently take into account children's previous learning. Weekly planning is similar for all three classes and, while this may be appropriate in terms of concepts to be taught, the range of attainment is not being taken into account. Much of the teaching in the reception classes is related to arithmetic but children do not take part in enough mental mathematics.

Knowledge and understanding of the world

97. Children are making progress in their knowledge and understanding of the world, which is at least satisfactory and often good. Most children will achieve the expected standards in this area of learning by the end of the reception year. Throughout the Foundation Stage children have opportunities to grow bulbs and seeds. In one class, children were fascinated by the 'minibeasts' that they found living in a plant pot, carefully pulling earth away from roots to reveal worms, ants, woodlice and snails, and wondering at the diversity of life inside. As they move through the nursery and the reception classes, children show an interest in information technology and demonstrate an increasing ability to use the mouse and the direction keys to move objects on the screen. They join construction pieces together to build and balance and often construct with a purpose in mind. The quality of teaching is satisfactory throughout the Foundation Stage and sometimes it is good.

Physical development

98. Throughout the Foundation Stage, children have ample opportunities to develop their physical skills and will attain expected standards by the time they leave the reception classes. Children in the nursery have plenty of opportunities to use small tools, such as scissors, pencils and paint-brushes. In the outdoor area, children enjoyed the challenge of kicking a ball into a small goal area. The quality of teaching in the nursery is very good, overall. Children are provided with a range of activities which promote their physical development very well. Adult involvement promotes good concentration and a desire to succeed; constructive suggestions and encouragement promote good learning.
99. In the reception classes, children use the hall for three periods a week and, in addition, use climbing equipment and their dedicated outdoor area. At playtime, they use space with an awareness of others and climb with confidence over, under, and through the equipment. Teaching

is satisfactory. One outdoor games lesson involving throwing and catching was unsatisfactory because the children were unclear about what they were supposed to be doing and learned very little. Gymnastics lessons are well planned, take account of health and safety factors, and provide children with the experience of using indoor climbing-equipment in a structured way.

Creative development

100. Children are provided with a wide range of experiences in the nursery and in the reception classes, which promotes their creative development well. Most children will achieve expected standards by the end of the Foundation Stage. Attractive wall displays produced by nursery children depict stories they have enjoyed. Reception children also link art and literature, illustrating fairy tales and 'The Three Billy Goats Gruff'. During the inspection, children in the nursery made observational drawings of daffodils, using pencil and crayon, which exceeded expectations for the age group. Children in reception classes used paint thickly to depict sunflowers to good effect. Teaching is satisfactory, overall, in this area.
101. In all classes, children showed how much they enjoyed singing, doing so tunefully in unison. In the nursery, children used tambourines and bells softly to accompany a lullaby, in contrast to the loud accompaniment they had used the previous week. Songs are used well in all classes to provide enjoyment and to reinforce learning of such things as the alphabet and the days of the week.

ENGLISH

102. Standards reached by pupils in Year 2 and Year 6 are above average, overall, an improvement since the last inspection. They are above average in reading and in speaking and listening but are average in writing in both key stages. Most pupils make good progress and achieve well in lessons and this includes boys and girls who have English as an additional language and those who have special educational needs.
103. Standards in speaking and listening continue to be good since the last inspection. Pupils express their ideas confidently and speak clearly with a good range of descriptive vocabulary. They listen well to their teachers and to each other and respond to questions appropriately. For instance, in a lesson observed in Year 6, pupils discussed 'Should corporal punishment be brought back to the United Kingdom?', considering arguments for and against. A good range of points on both sides of the argument was discussed. Both boys and girls were equally involved in putting forward their arguments very well, including those with special educational needs or who are learning English as an additional language.
104. By Year 2, pupils generally know what is expected of them and listen carefully to instructions. Mostly, pupils take active parts in discussions and like to join in activities answering questions with a good vocabulary and sentence structure. They compare the story of Cinderboy with Cinderella and how they are similar. In Key Stage 2, pupils learn to use and make unusual metaphors, similes and personifications - for example, "The crescent moon is like a silver banana" (Year 5). More able pupils give imaginative answers, and others try hard when asked to develop their ideas. Pupils use formal language appropriately in class discussions, with correct use of technical terms. This practice helps them with other subjects, where ideas are explored and developed. Pupils in all years respond well to being taught correct pronunciation and spelling and being encouraged to improve what they want to say. This helps pupils to improve confidence in speaking to the class.
105. Standards in reading are also above the national averages. In Key Stage 1, pupils' progress in reading is guided by a commercial scheme that ensures skills grow systematically. The skill of sounding out new words is well taught and most pupils are especially adept at this, though their skill can be deceptive since they do not always grasp the meaning of key words, even though they can read them aloud well, especially pupils whose mother tongue is not English. The more able seven-year-old pupils have a good grasp of what they read and understand. Additional help, given to those with English as an additional language and those with special educational needs, ensures that they build on success.

106. Pupils are generally interested in books, though many keep to the limited range of books offered by the commercial scheme. More able pupils are very familiar with popular authors, reflecting the aspirations of pupils and their parents, but the lack of effective colour coding for fiction books, particularly in the junior library, sometimes leads to a mismatch between a pupil's choice and appropriate challenge. Regular reading time, in addition to the literacy hour, makes sure that, by the age of eleven, pupils read longer texts silently and with good concentration. Their understanding is generally sound and some read aloud with dramatic expression. They talk about books, compare them and explain preferences, but their library skills are unevenly developed, particularly for doing personal research, though they use indexes well.
107. Pupils' writing skills are average because too few pupils are reaching higher levels in both key stages. Throughout the school, pupils write for a widening range of purposes and audiences. Their writing includes stories and factual reports. By seven, most pupils make their meaning plain in personal accounts, but writing in all subjects is generally brief, with limited vocabulary and short sentences. The more able pupils spell and punctuate correctly. Otherwise, standards of correctness are varied and marking in subjects is not used effectively to reinforce learning. Handwriting is taught as a separate skill, but standards are inconsistent. About fifty per cent of pupils manage a joined style, particularly in the upper junior years, despite the teaching of handwriting, and many in Year 6 still do not join letters consistently. As a result, pupils throughout the school write slowly and work is not always tidily presented.
108. Older pupils have a sound grasp of the conventions for the beginnings and endings of stories, and those of higher ability use correctly punctuated speech for dramatic effect. Poetry writing is especially successful because pupils select words thoughtfully and finish a piece even when they write slowly or have limited language. Pupils in Year 5 create their own verses in their chosen shapes such as a heart or a butterfly. In a Year 4 class, pupils learnt how to improve their paragraphs by replacing words with more imaginative language. Yet this practice is not consistent across the school. Teaching of the use of a thesaurus, word banks and dictionaries is uneven. Pupils' sentence structure tends to be simple when writing in other subjects, though adequately expressing meaning in factual accounts. A small proportion of their work is word-processed. Pupils with special educational needs and those who learn English as an additional language make good progress in expressing their meanings through the good support they receive.
109. Teaching is good, overall. Particular strengths are evident in Years 4 and 6. In the best lessons, teachers read aloud dramatically, capturing pupils' attention and raising their interest in books. Brisk interactions with pupils seek to involve and challenge all to learn and remember. In a good lesson in Year 1, pupils showed keen interest in the story of 'The three little pigs.' A quick pace was kept and all pupils were fully included because the difficulty of questions was adjusted to the differing levels of ability. Those who did not put up their hands to answer were asked direct questions. In a Year 4 class, the class teacher gave thorough instruction and clear demonstration of how to plan ideas, well-supported by the learning support assistant. The teachers used a good selection of worksheets matched to their needs, enabling them to achieve success. Shared suggestions and experiences strongly motivated pupils to seek out the best words to express their ideas.
110. Literacy hour routines are generally well-established, with additional reading and handwriting practice times, ensuring a generous allocation of time for teaching English; but inconsistencies remain. Most notably, tasks and expectations do not always match closely enough the needs of pupils of differing abilities, or the writing task is too hard and not interesting enough, so most do not tackle it successfully or present it well. In some classes, teaching assistants help individuals and groups take a full part in activities and make good progress. When such help is not available and tasks are not planned carefully enough for pupils' different learning needs, their capabilities for independent learning develop at a very slow rate.
111. Marking is inconsistent. Some teachers give encouragement and identify weaknesses that need attention. However, even here, much of the impact is lost because pupils are not routinely required to do corrections or follow-up work. There is a tendency to over-praise, which misleads

pupils as to how to improve. Teachers' marking in other subjects does not regularly highlight literacy errors, and expectations for accuracy are not high, overall.

112. Leadership and management of the subject are good. Results of annual tests and samples of work by different groups of pupils are analysed for trends, and action is taken to raise standards. Monitoring of writing is the current focus to enable the school to improve the teaching of writing but it is not consistent across all areas of the curriculum.
113. The school has an infant library and a junior library but pupils' library skills are not developed consistently. Class libraries also have sufficient modern fiction and non-fiction books for meeting the needs of a majority of pupils. The school is working very closely with parents of children whose first language is not English to help consolidate their children's learning.

MATHEMATICS

114. Pupils' attainment by Years 2 and 6 is above average. For pupils in Key Stage 1 this represents an improvement since the last inspection, and for pupils in Key Stage 2 it represents maintenance of the good standards achieved in the last inspection.
115. By the end of Year 2, most pupils show a good understanding of place value to 1,000, showing confidence in dealing with problems in hundreds, tens and units using addition, subtraction and multiplication; less secure is their command of similar division problems. In dealing with activities using the two, five and ten times tables, the majority of pupils show how to check their answers using inverse operations. Pupils of lower ability demonstrate how to weigh and measure in metric units, can identify common two-dimensional shapes from their properties, draw pictures to show reflective symmetry and understand compass points. Pupils of average ability handle simple data to produce bar charts and block graphs, have good understanding of the four rules of number to 1,000 and use number lines to demonstrate a variety of techniques to solve addition and subtraction problems. Higher-attaining pupils use simple grid methods to solve multiplication problems, deduce answers from block graphs, use metric measures to weigh and measure capacities and lengths.
116. By the end of Year 6, all pupils have a good understanding of using the four rules of number in dealing with numbers beyond 1,000 in a variety of contexts. In a middle ability set, pupils use this knowledge to calculate mentally the size of acute and obtuse angles in triangles and along straight lines. Less able and middle ability pupils in this class draw acute and obtuse angles with protractors, to within one degree of accuracy and the high ability pupils work out the size of an unknown exterior angle from facts already known about a triangle. Pupils of all abilities are good at articulating their mathematical reasoning. In one Year 6 class, pupils assess each other's work in pairs and then ask each other to explain how they got their answers. High attaining pupils use ratios to solve a real-life problem of cake-making. They convert metric measures to their Imperial equivalents using a computer spreadsheet, and show very good skills of deductive reasoning to apply a general rule to find the perimeters of regular shapes. The most able pupils are able to use algebraic formulæ to predict the next term in a sequence.
117. Pupils have few opportunities in either key stage to carry out problem-solving activities which relate to their lives. Whilst the teaching of basic numeracy is good, pupils do not have sufficient opportunities to put their mathematical knowledge into practice or to use it in the context of other subjects. Pupils' mathematical experiences are good in number and algebra, as well as in space, shape and measures; opportunities to experience handling data and using and applying mathematics are limited, as are the chances to use computers in the subject.
118. Pupils with learning difficulties are given good support, particularly in respect of short-term numeracy targets. They are well supported by classroom assistants, as are pupils with English as an additional language. Varied questioning of all abilities ensures whole-class participation; teachers are fully aware of the need to include all pupils in their lessons and less able pupils are regularly involved in the illustration and demonstration of particular mathematical examples.

119. The quality of teaching in both key stages is good, an improvement since the last inspection. Where teaching is satisfactory or better, the daily three-part lesson has been introduced successfully, with evidence of staff planning together in year groups. Key Stage 2 classes use Numeracy Strategy unit plans to enhance continuity and progression. As a result of in-service training for a large percentage of staff, teachers' subject knowledge is a factor of good teaching; this leads to effective and interactive teaching evidenced by good time-management, varied questioning to all abilities and the correct use of a wide variety of mathematical vocabulary. In lessons displaying good or better teaching, work is differentiated for all abilities with particularly effective numeracy targets for those pupils with learning difficulties, together with challenging work for high attaining pupils. Where teaching is unsatisfactory, the pace of lessons is slow, differentiation of work for high attaining pupils is absent and many pupils repeat work that they already know and understand, leading to little progress.
120. Use of assessment information to produce targets for all pupils is in a state of current development. Measurement of progress for pupils in achieving key objectives is good, the analysis of test data to conclude what are the areas of strength and weakness is also good. The school lacks overall procedures to translate this information into challenging targets for pupils that are linked to suggestions on how to achieve them. Whilst work is marked regularly, it lacks diagnostic suggestions. In many lessons, the rate of pupils' progress is determined by the work outlined in published worksheets, with too many pupils repeating work already understood.
121. Management of the subject is satisfactory. Co-ordinators for each key stage meet regularly to discuss the subject. An outline action plan exists, which is too broad and lacks opportunities to evaluate the effect of actions on teaching and learning. There is a lack of continuity and progression in the management of the subject with no one strategic view in place. Whilst good and some very good teaching is evident in the school, many staff have not yet had the chance to see it in practice, nor to debate its effects upon their own teaching.

SCIENCE

122. Pupils' attainment is average by Year 2 and above average by Year 6. Pupils achieve well and good support is given to those learning English, and for pupils with special educational needs to help them make progress at a similar rate to others.
123. In Years 1 and 2, pupils get off to a good start in understanding science. Pupils learn that scientific processes can be understood by careful observation and investigation - for example, when they have tracked the rolling of a model car down a ramp to study forces. This helps them to develop a sound understanding of the effects of different surfaces. They understand that the method of starting the toy rolling must be the same in all cases for the test to be fair. Past work in exercise books shows that they have observed carefully and recorded what they have seen accurately with simple tables, graphs or diagrams. Pupils learn the importance of recognising important differences and using the correct terms and labels. In a very good lesson much enjoyed by pupils, they investigated how light can be blocked using a black box, a torch, and squares of different material. Pupils made thoughtful predictions about the materials and were able to suggest ways of testing them and learned that you need light to see objects.
124. The oldest pupils show a good depth and breadth of scientific knowledge and understanding. This is consolidated by the teachers' shared resolve to develop in pupils a good technical working vocabulary for science. For example, they understand well the differences between solids, liquids and gases and what causes a change from one to the other. In their work on health, they show good knowledge of nutrition and the function of the skeleton in supporting the body. During Years 3 to 6, pupils undertake a good many practical investigations with interest and enthusiasm, and demonstrate practically and clearly the scientific processes they study. This work helps them to acquire a good understanding of the importance of conducting fair tests. They learn to observe and measure accurately and record results systematically so that conclusions about cause and

effect can be drawn. This is because of the teachers' good subject knowledge, and their good planning to develop these important skills.

125. Throughout the school, and especially in Years 5 and 6, a positive feature of the pupils' work is the quality and accuracy of the written work they do. They write increasingly detailed accounts of the experiments they do and some older pupils produce well-constructed paragraphs of their own. This reinforces pupils' understanding when they have to explain scientific ideas in their own words, giving them good practice in literacy skills. There is useful practice in mathematical skills when they take and record measurements in Newtons or other metric units or explore implausible results. They produce graphs and tables of results, such as that for the expiry of a candle flame under sealed jars of different size. The school is aware that the use of information technology in the subject can be improved, but some good examples were seen when pupils classified groups of creatures using a database or when Year 6 pupils wrote up experiments using word processing templates.
126. The quality of teaching is good, overall, with some very good teaching having been seen. The challenge to the highest-attaining pupils is not consistently planned into lessons but the planning for those of average or below average ability is always good. An example of good challenge for all pupils was seen in a Year 6 lesson; pupils worked at three levels, with the highest attainers exploring independent and dependent variables in the context of 'best fit' lines. This challenged pupils suitably at Level 5 with Level 6 elements. This inconsistency of challenge is seen in all year groups. Apart from this, all pupils are valued and achieve well. They are confident learners, eager to contribute their ideas to discussion and enthusiastic in experimental work. These good attitudes result from the methods that teachers use to encourage and support all pupils.
127. A major strength in the teaching is the high quality of whole-class discussion and questioning. This encourages pupils to think clearly, develop good technical vocabulary, and share ideas. Teachers' guidance in pupils' understanding of experimental methods, and in encouraging accurate observation, is very good. This is because teachers have good knowledge of the subject and work effectively as a team to ensure that new learning builds constructively on pupils' previous knowledge and skills. They expect pupils to work hard and behave well and they use appropriate strategies to support them. However, the marking of pupils' completed work rarely gives information to pupils on the next steps in learning, or in sharing targets to improve achievement.
128. Improvement since the last inspection has been good. Teachers have responded well to a weakness noted concerning too much repetition of work. The strength in teaching in physical processes has been maintained. The weaknesses in other areas of learning have been addressed and this has contributed significantly to improved standards. The quality of independent investigations for the most able pupils in Years 5 and 6 is yet to be consistently improved, so that they can achieve higher levels of understanding. There is too little opportunity here for pupils to design their own investigations and select equipment, or to analyse measurements and identify patterns in results from which they can deduce significant relationships or causation.
129. Work in the subject is soundly led by the co-ordinator located in the infant department. Her partner in charge of junior provision has left the school. She makes valuable checks on teachers' planning and occasional checks of pupils' work across the school. Awareness of strengths and weakness across the year groups and areas of learning are insecure because the national and optional tests are not carefully analysed for this purpose. Assessment that helps teachers to take regular stock of pupils' learning is good. Science has not benefited from consistent monitoring and evaluation to identify further areas for improvement. The co-ordinator has not had opportunities for leadership training or to monitor teaching, essential for her role in the juniors. She leads effectively because of the strength of her technical expertise and enthusiasm to move the subject on.

ART AND DESIGN

130. Standards are in line with national expectations in both key stages, and pupils achieve soundly. This is similar to the standards at the time of the last inspection. No lessons were seen in Key Stage 1 and the limited number seen in Key Stage 2 did not include Year 6. Evidence has also been drawn from a scrutiny of work.
131. Infant pupils have painted self-portraits with care and also used information technology to draw faces. They used materials and paper, as well as paint, to make a large collage of the Creation. Pupils created individual collages using a variety of materials, linking their work in art to their study of materials in science.
132. Displays of work in Key Stage 2 also show good links between subjects. Pupils in Year 3 have used pencils and crayons to colour patterns related to the history of ancient Egypt, and printed pyramids using computers. Pastel drawings by Year 5 were inspired by similes used in poetry. The music from *Peter and the Wolf* was a stimulus for drawing in Year 3. Displays in communal areas and in classrooms are attractive and provide a good insight into the school's work in art and design.
133. Pupils' knowledge and understanding of the work of artists are well-developed throughout the school. They use Van Gogh's *Sunflowers* as a starting point for their own work, draw family portraits grouping the figures as Gainsborough might have done, and try to emulate, with some success, the patterns of William Morris. Paint and pastel drawings in an Aboriginal style were associated with a geography theme of 'Journeys'.
134. No judgement on teaching in Key Stage 1 can be made because of insufficient evidence. The quality of teaching in Key Stage 2 is satisfactory, overall, and two of the lessons observed were good. In Year 4, teachers enabled pupils to use their knowledge of the patterns and figures on the vases of the ancient Greeks to make effective designs of their own. The results were of a good standard because teachers had provided good books and video resources in previous lessons to develop pupils' knowledge and understanding. In another good lesson in Year 4, following their recent visit to an art gallery, pupils used computers to create sea pictures in the style of Monet. The teacher used good ongoing assessment to take pupils' learning forward well. The curriculum is planned appropriately, making use of nationally recognised guidance, and addresses most of the major art techniques, though the use of textiles is underdeveloped.
135. The newly appointed co-ordinators are keen and energetic and their management is sound. They have completed a stock audit and identified areas that are under-supplied. They have begun to put together a portfolio of work in order to exemplify different standards, which teachers can use when making their own judgements. There are no assessment procedures in place at present, nor is the quality of teaching monitored and evaluated. Resources are adequate to meet the needs of the curriculum but there is insufficient storage space to maintain good stocks or to aid easy retrieval.

DESIGN AND TECHNOLOGY

136. Pupils' attainment meets national expectations by Years 2 and 6 and pupils achieve satisfactorily. This judgement is based on limited evidence because design and technology is taught alternately with art; only one lesson was seen during the inspection, in Year 1. However, discussion with co-ordinators and pupils, scrutiny of photographs and displays, and curriculum planning all indicate that provision for the subject has improved satisfactorily since the last inspection, when attainment in Key Stage 2 was considered to be below expectations and pupils' progress was unsatisfactory.
137. The school has invested in a range of construction equipment which infant classes, in particular, use to design and make objects for a specific purpose. Pupils in Year 1 demonstrated that they could design a garden, identifying a range of appropriate materials, and refining their designs in discussion with adults. Year 3 pupils' designs for 'healthy eating' posters were displayed, together with cube boxes efficiently constructed as part of a packaging project. Word processing had been used to label the boxes appropriately and the lettering was of a sensible size and

emphasis. Photographic evidence showed that Year 6 pupils have constructed air raid shelters to link with their work in history. Towards the end of term, last year's Year 6 designed and made slippers, modifying and evaluating their results satisfactorily.

138. In the Year 1 lesson seen, the teaching was good because the lesson built upon pupils' previous experience of structures and the properties of different materials. A good pace of working was maintained and the teacher had high expectations of what pupils could achieve. However, it is not possible to make an overall judgement on the quality of teaching because of lack of evidence. Curriculum planning is well-structured to ensure appropriate coverage of the National Curriculum Programmes of Study, and to incorporate progression in designing and making skills. The curriculum scheme that the school has adopted incorporates assessment procedures but these are not yet in use.
139. The two co-ordinators have each contributed to the improvement in provision and the subject is managed satisfactorily. They have no opportunity to monitor and evaluate teaching and learning but are beginning to consider standards of attainment, and the use of assessment, to inform lesson planning and school improvement.

GEOGRAPHY

140. Levels of performance are in line with those expected for pupils at the end of Year 2, and when pupils leave the school at the end of Year 6. Pupils achieve satisfactorily. These sound standards are similar to the time of the last inspection. Improvement has taken place in that a new scheme of work has been introduced but there has not been an improvement in the range of resources required for the subject, despite money being allocated. There is no difference in standards between boys and girls and pupils of all abilities. The pupils are provided with a suitably broad curriculum which is designed to promote their geographical skills, knowledge and understanding.
141. From an early age, pupils in Year 1 identify where their families come from; for example, they locate India, Japan and South Africa on a world map. Many are aware that the world reaches beyond their locality and the United Kingdom. Pupils achieve well when relating geographical skills to first-hand learning. The pictorial representations of their own journey to school identify many interesting features. Links are made with other areas of the curriculum in plotting the different forms of transport to school on both tally and pie charts. One pupil commented on the "big number of children travelling by car in the class and the pollution this caused". In Year 2, this knowledge is built on when pupils plot postcards from around the world on a large-scale map. Teaching is sound in Years 1 and 2. It is very effective where good questioning takes place and pupils are led to use their own experiences. A good example of this was seen where children were investigating human and physical features; the class teacher asked pupils: "Close your eyes; imagine you are walking down the street; what can you see?". Weaknesses occur in lessons where teachers are not familiar with the new scheme of work and there is a lack of knowledge and over-reliance on worksheets.
142. Older pupils develop an understanding of the importance of caring for their world through learning about the impact that people have on the environment. Their concern is evident through displays and the conduct of pupils in conserving energy in the school, with lights being switched off by energy monitors. In a lesson exploring the environmental issues in mountains, the Year 6 pupils used appropriate geographical terms and understood the impact of tourism and erosion. Effective links with science were evident. Pupils enjoy their work and make satisfactory progress. They listen to their teacher's explanations attentively and generally use source materials well and record their findings accurately. Pupils work well with interactive CD-ROMs and use the Internet to further their investigations. In discussions with pupils, all abilities showed a good knowledge of ranges of mountains, rivers of the world and countries.
143. Teaching in Years 3 to 6 is sound. Teachers' planning has clear learning intentions, which identify what pupils are to learn in each lesson. In some classes, these are reinforced by the

children entering them in their books. Activities are planned in appropriate sequences to build on pupils' previous experiences and skills and links are made with other subjects, particularly science and history. Planning is good and residential visits are used well to provide an alternative to a theoretical study of "A contrasting locality in the United Kingdom". A wide range of visits takes place to support geography in the curriculum. There is, however, an over-emphasis on worksheets which, though providing pupils with a good knowledge base, do not either challenge the more able or cater for low attaining pupils. Worksheets are not extending pupils' geographical skills and enquiry. The quality of displays in both the classroom and school is good. They display a good balance between providing information and celebrating pupils' work.

144. The management of geography has improved since the previous inspection, and is now satisfactory. The co-ordinators are enthusiastic and have produced a detailed and helpful scheme of work that supplements national guidance and supports curriculum consistency, progression and cross-curricular links. It is as yet not fully established, and all staff are not completely familiar with it. The co-ordinators are at present adapting it to meet the needs of the pupils in this school. The time allocation for the subject is made by the senior management team, and whilst it meets statutory requirements, the blocking with history does not benefit the subject because pupils have long gaps between learning. Monitoring of teachers' planning is undertaken by the co-ordinators but as yet no formal monitoring and evaluation of teaching is taking place.
145. A helpful portfolio of work has been established that is marked and matched to standards in the National Curriculum. Assessment takes place on a yearly basis, in line with the school profile, but it is not enabling pupils to know how they could improve their work.

HISTORY

146. It was not possible to see any lessons in Years 1 and 2 because of the organisation of the school curriculum. However, a scrutiny of pupils' past work, discussion with Year 2 pupils, and the co-ordinator's portfolio of work show that attainment in history is in line with national expectations and that pupils make sound progress. By the end of Year 6, standards are also in line with national expectations. Standards have been maintained since the last inspection, with improvements in the production of a scheme of work. There is no difference in standards between boys and girls and pupils of all abilities make sound progress.
147. By the time pupils are seven, they have a sound understanding of how people lived in the past. They develop a sense of chronology through looking at their own lives. They recognise changes in domestic life and in medicine when they discuss how hospitals have changed since the work of Florence Nightingale. One pupil, in discussion, was able to draw a comparison between the unsanitary condition of the streets in Elizabethan England and the same conditions in hospitals where Florence Nightingale worked and show the need for hygiene. Pupils recount with enthusiasm the visit to the London Museum and relate in detail how the Great Fire of London started.
148. By the time they are 11, pupils have good basic historical knowledge of a range of periods. They know, for example, about the ancient Greeks and Egyptians as well as about more modern historical periods, such as the Second World War. More able pupils have a simple political understanding of the causes of the war as well as of its impact on life in Britain. There was evidence of pupils using books for information and of pupils researching their own lines of enquiry using reference books, CD-ROMs and the Internet. Displays show links with literacy and story writing about legends, such as Theseus and the Minotaur.
149. It is not possible to make a judgement on teaching in Key Stage 1 because of lack of evidence. Teaching is good, overall, in Key Stage 2. In the small number of lessons seen, teaching was good, although the analysis of work in pupils' books show that teaching is only sound, overall. Teachers have sound knowledge of the subject and use question and answer sessions well to enable pupils to demonstrate their knowledge and understanding. Teachers' planning has clear learning intentions, which identify what pupils are to learn in each lesson. Lessons move at an

appropriate pace and pupils focus well on their tasks, making appropriate use of previous knowledge. A good example of this was a pupil's understanding that "The pyramids were not built by slaves, but by skilled craftsmen". This was the result of clear explanation and research into the complexities of the pyramids. However, pupils' literacy development is restricted by the use of too many worksheets; this also has an impact on the progress made by pupils in historical enquiry and their ability to interpret events.

150. The co-ordinators are enthusiastic and have produced a detailed scheme of work that supplements national guidance, which they are at present adapting to meet the needs of the pupils and to allow more staff freedom in the teaching of the topics. The subject is managed well. Resources are unsatisfactory, in that the range of differing materials and artefacts will not extend many of the children. The time allocation for the subject meets statutory requirements, but the blocking with geography means pupils have too long between topics. Monitoring of teachers' planning is undertaken by the co-ordinators but as yet no formal monitoring and evaluation of teaching is taking place. Assessment takes place on a yearly basis, but it is not enabling pupils to know how they could improve their work.

INFORMATION TECHNOLOGY

151. Standards are in line with national expectations for pupils' ages. The school has made a good improvement since the last inspection when the time allocated to the subject was insufficient and pupils' range of skills was limited. Sufficient time is spent on a structured programme of work and this ensures that the pupils progress well by developing skills sequentially in the computer suite, building firmly on previous experience. However, younger pupils do not have enough time in the suite. The suite is too small for whole-class use and the very cramped conditions result in the loss of learning time. The very good relationship between pupils and teachers, and the patience of everyone, ensures that this inadequate accommodation is used to the best effect for learning. The school has kept up with the rising standards nationally as the range of resources available to schools has improved. All pupils, including those with special educational needs and those learning English as an additional language, are now achieving well.
152. At the end of Year 2, pupils use word processing to experiment with different formats and fonts to create special effects. They write stories and communicate ideas using text, such as when they write direct speech for a cartoon with speech bubbles. They classify information and enter it in a simple database, such as that for class statistics. CD-ROMs are used to provide information and to explore what happens in real and imaginary situations. Work was not seen on control as the programmable toy, Roamer, is broken.
153. By Year 6, pupils create a range of documents and demonstrate satisfactory word processing skills, as when they present their horror stories using varied methods and effects to produce individual work. They access the Internet and use CD-ROMS to search large databases with the minimum of adult assistance. Most are able to use spreadsheets and use formulæ to explore the effects of changing data. No work was seen on control technology, such as controlling devices or on-screen microscopes. In discussion with pupils they showed basic awareness of Screen Logo. This is an established program to develop learning in control skills without using sophisticated equipment. They had only basic understanding and no knowledge or experience of repeat functions or in building procedures. This aspect of the curriculum is an area for improvement. Many pupils are able to create multimedia presentations using Storybook software and are proud of their skills in assembling slides featuring imported text, images and sound.
154. Pupils' good attitudes contribute to their good progress. The quality of teaching is good, overall, with some very good and excellent teaching. Teachers have worked purposefully as a team through sharing good practice and training to improve their knowledge. All have at least satisfactory skills. In some generally satisfactory lessons, teachers talk for too long and pupils' time on the independent task is short. This limits active learning and opportunities for the more able to extend themselves. The pace of most lessons is good. Teachers' monitoring of the effort that the pupils make is usually good and this gives them useful encouragement and advice. Teaching is very good in Year 6. In an excellent Year 6 lesson the planning for, and high expectations of, pupils of all abilities produced high levels of learning. Very good questioning and excellent assessment meant that the teaching was absolutely focused on each individual's needs. Pupils completed their own self-assessments as they modelled changes in school tuck shop accounting, using spreadsheets, predicting and displaying outcomes. Problems matched pupils' abilities and the most able were fully challenged. Lessons are planned well with clear learning objectives, and these are shared with pupils. There is a review period at the end of the best lessons when pupils' achievements are shared and assessed to aid planning for the next steps in learning.
155. The use of information technology across the curriculum is good. This is because the teachers consciously include it in planning for other subjects to enrich learning. Older pupils solve mathematical problems and apply formulæ using spreadsheets for areas of polygons and changing variables, such as length of side for the volumes of cuboids. Year 5 pupils design their ideal bedroom using a modelling program, one enterprising pupil including a Jacuzzi. Younger pupils consolidate learning in literacy, access the Internet to find out about the Egyptians and graph rates of ice melting.

156. Leadership is good and an action plan has as a priority the development of systematic assessment of pupils' attainments, so that areas of learning requiring improvement can be targeted to improve standards further.

MUSIC

157. Standards of attainment in music exceed expectations for pupils in Years 2 and 6. They achieve well. This is an improvement since the last inspection, when, although teaching was good, pupils were reported to be making only satisfactory progress and attaining standards expected for their ages in Years 2 and 6. Pupils benefit greatly from the school's musical ethos and the promotion of the subject by all staff.
158. Pupils in Year 2 sing to show how symbols can be used to produce changing sounds and tempi, accompanied by a range of percussion instruments. Pupils in Year 3 play a complex game, with enthusiasm, to understand that songs have different rhythms which can be grouped together. They link a four-beat rhythm to a three-beat rhythm to achieve a complex pattern. They listen attentively to the work and performances of others. They produce good evaluations of their own performances and those of others.
159. By Year 6, pupils sing clearly, with control and good musical expression in lessons, assemblies and choir practices. One new hymn practised by Key Stage 2 pupils resulted in a three-part round which was particularly effective. Pupils' enthusiasm for song adds a valuable spiritual dimension to the subject; the singing of "Here I am, Lord." being an example of pupils' understanding the words and singing them with some emotion.
160. The quality of teaching and learning is good. Whilst individual teachers' subject knowledge is a concern for the school, the use of a common scheme of work, planning together and teachers' enthusiasm for the subject results in lessons and other musical activities that produce good progress for pupils throughout their time in the school. Teachers use correct musical vocabulary such as *tempo*, *pitch*, *structure* and *timbre*. The elements in lessons where pupils analyse their own performances are rich in the use of speaking and listening skills. Counting and analysing rhythm and beat are useful additions to seeing numeracy used in a real-life context.
161. The subject makes a very good contribution to the social and cultural life of the school. Younger pupils have experienced music workshops with the London Symphony Orchestra and have participated in a production in school entitled "The Magic Greenhouse". Years 4, 5 and 6 pupils have participated in classes with African drummers. Thanks to tuition out of school, a thriving school orchestra exists and performs to pupils and parents and participates in local musical events. Musical activities contribute greatly to the school's inclusive ethos. All choirs, recorder and orchestra groups are open to all pupils, irrespective of previous musical ability or experience. Gifted and talented pupils participate in the local education authority Saturday morning classes and summer schools. Annual concerts are held in school for parents and governors and there is regular contact with the local education authority's music service.
162. Co-ordination and management of the subject are good. As a result of this, peripatetic provision of tuition is very effective and well-managed financially. Resources are good. Pupils' enthusiasm for the subject is very good and ensures that music makes a tangible contribution to school life. At present, progress is held back by a lack of teachers' subject knowledge and the lack of opportunity for the monitoring and evaluation of the subject.

PHYSICAL EDUCATION

163. Pupils' attainment is above that expected for pupils at the end of Year 2 and when pupils leave the school at the end of Year 6. These good standards are an improvement since the time of the last inspection. There is no difference in standards between boys and girls and pupils of all abilities

make good progress because of the emphasis on developing individual skills as well as learning to be part of a team. The pupils are provided with a suitably broad curriculum, which is designed to promote their physical development and social interaction, with the exception of Year 2, where insufficient time is allocated.

164. By the end of Year 2, guided by good teaching, pupils have increased their confidence in physical control and mobility. They perform a range of movements involving running and balancing and are gaining an appropriate awareness of space. They plan and perform simple skills safely, and show sound control in linking actions together. In games lessons, teachers help pupils develop elements of play that include running, throwing, catching and control using hands and feet with a variety of apparatus.
165. Pupils attend swimming lessons at the local pool and they make good progress because of the good quality teaching by the instructors, and the supportive help given by the accompanying members of the school staff. By the end of Year 4, most pupils meet expectations to swim 25 metres employing recognised strokes, with many far exceeding this standard, and gaining distance award certificates.
166. Year 6 pupils have a well-developed understanding of the function of the heart and of the health related benefits of exercise. By Year 6, most pupils achieve well because they are taught the skills, techniques and tactics of games systematically. Pupils observed playing football and other ball games during lunch-time play, were applying these tactics effectively, showing good ball control.
167. Teaching is good, overall. Teachers are very aware of the importance of health and safety. They have high expectations of pupils' behaviour and performance and plan challenging activities into their lessons, which they conduct at a good pace. A strong feature of a very good lesson in a Year 6 dance lesson was the way that the teacher used pupils to demonstrate, and then evaluated their performance to show them how to improve. Insufficient time is sometimes allowed for this aspect of lessons in Years 1 and 2. The outdoor and adventurous areas of the curriculum are addressed in the residential visits in Years 5 and 6. Where there are weaknesses in progression, this is because staff occasionally select inappropriate activities; for example, pupils were asked to perform a task in volleyball that was too difficult.
168. The school makes very good use of outside providers, such as coaching sessions from local experts, and provides a very wide range of activities on a regular basis. The budget allocation is supported by the annual "Super Schools" fund-raising, where in excess of £800 is raised for the purchase of equipment, and a larger sum for charity.
169. Management is satisfactory. The co-ordinators have devised a good plan for the development of the subject, with one being new to the role. They are aware that the scheme of work needs development. At present, they monitor teachers' planning but not teaching. Both staff have the enthusiasm and will to support their colleagues through demonstration lessons and general support to further improve this subject in the school. The use of ICT to support Physical Education is, at present, underdeveloped.

RELIGIOUS EDUCATION

170. No teaching of religious education was observed in Year 6 because of a school trip. Evidence was gathered by discussions with pupils and staff and from an analysis of the school's planning and pupils' written work. Attainment is in line with the expectations of the local agreed syllabus at the end of both key stages as compared with the last inspection. Pupils with special educational needs and those who have English as an additional language make good progress especially when there is additional support provided. At the last inspection, attainment was above expectations. It is lower now because, though the curriculum broadly meets statutory

requirements, the time allocation is shorter than recommended. Time allowed for the subject is shared in most classes with PSHE.

171. Year 2 pupils know the Hindu story of Prahlad. In a lesson observed, the teacher created an environment in which a girl from a Hindu background told the story of Prahlad to the rest of the class with confidence. Others asked her good questions about it, which she answered well. Most pupils demonstrated, by the end of the lesson, that they understood the story by working well on sequencing it by matching pictures with captions while the higher-attaining pupils wrote their own sentences about it. One wrote, 'Hiranya Kashyap thought too much of himself. He was God.' Another wrote, 'He was not a good King.' This also provided a good link between religious education and literacy and helped to improve their learning. Pupils also know names of people who lead prayers, the priest for Christians, the imam for Muslims and the granthi for Sikhs and the types of clothes they wear.
172. Year 3 pupils understand everyday signs and show interest in learning about symbols. In their work seen, they draw and label the food in the Seder plate and its meaning to the Jews. Year 4 pupils learn about the significance of Lent to remember Jesus's 40 days in the desert. They know that many Christians give up a luxury for Lent and they sort out luxuries and essentials from a list. Year 5 pupils know that different faiths have special books and how respect is shown to them. They can relate stories well in their own words, such as the Good Samaritan. Through their written work and in a discussion with them, it was clear that Year 6 pupils can express themselves better orally than in writing and they are developing a sound knowledge and understanding of religious education and its application to their own lives. In the discussion, they confidently demonstrated that they value religious education as teaching them to respect each other and learn similarities among religions, such as that all believe in God. They retell the story of the birth of the Buddha well and remember some of the spokes of the eight-fold path, but their recall of key messages and words related to world religions is somewhat muddled. This is because of the lack of regular teaching of the subject.
173. The quality of teaching is sound, overall, with some good teaching observed. It enables pupils to develop empathy, tolerance and thinking skills. In most classes, teachers question effectively to help recall facts from the current or previous lesson. Teachers display sensitivity and respect while handling religious artefacts. Teachers use their pupils well as a resource to draw out the religious significance of a story or their personal experiences to be shared with others. Sometimes, teachers are insecure in their knowledge of the subject and their understanding, especially of a religious text with many messages. There are occasions when they do not fully draw out the religious significance of pictures, artefacts or stories. However, they provide good learning experiences, including organised visits to the local churches, the gurdwara, the synagogue and the mosque to deepen pupils' understanding about religion and culture. Religious education is also reinforced in school assemblies and it makes a good contribution to pupils' spiritual, moral, social and cultural development and enables pupils to be respectful of each other's religion.
174. Management of the subject is satisfactory. The co-ordinator knows the subject well, but has no time to monitor teaching across the school. A policy and scheme have been written, resources have been audited and new resources bought. Teachers' planning and a portfolio of pupils' work are checked but not against attainment levels. Resources for the subject, such as books, artefacts and pictures, are good.