

INSPECTION REPORT

BRENTSIDE PRIMARY SCHOOL

Hanwell

LEA area: Ealing

Unique reference number: 101915

Headteacher: Ms M Moran

Reporting inspector: Eileen Chadwick
19115

Dates of inspection: 11 - 14 November 2002

Inspection number: 246165

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

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Community
School category:	Primary
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Kennedy Road Hanwell London
Postcode:	W7 1JL
Telephone number:	020 8813 2580
Fax number:	020 8578 0105
Appropriate authority:	The governing body
Name of chair of governors:	Mr M Britton
Date of previous inspection:	10 November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
19115	Eileen Chadwick	Registered inspector	Science Design technology Educational inclusion Special educational needs	What sort of school is it? How high are standards? a) The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9092	Ron Elam	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?
2153	Jane Lamb	Team inspector	English Foundation stage	
21910	Gordon Longton	Team inspector	Mathematics Art History Music	How good are the curricular and other opportunities offered to pupils?
8696	Abul Maula	Team inspector	Information and communication technology Geography Physical education Religious education English as an additional language	

The inspection contractor was:

Cambridge Education Associates Ltd

Demeter House
Station Road
Cambridge
CB1 2RS

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	17
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	20
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	22
HOW WELL IS THE SCHOOL LED AND MANAGED?	22
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	25
OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL	27
PART C: SCHOOL DATA AND INDICATORS	28
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	33

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is an above average size primary school with 308 boys and girls aged between three and eleven, including 34 part-time children in the Nursery. Most of the pupils live locally in homes that are rented from the local council or privately owned. The community is diverse and includes some social and economic disadvantage. The proportion eligible for free school meals, nearly one half, is well above average. Two-thirds of the pupils are of ethnic minority heritage and a very high proportion, over one-third, speak English as an additional language. The main languages other than English are Somali, Gujarati and Urdu. Most pupils have family backgrounds from the United Kingdom, Africa, the Caribbean and India. Twenty-nine per cent have special educational needs. This is above average, although only three have Statements of Special Educational Needs, which is below average. Pupils' needs are mainly in speech, literacy and behaviour. Mobility is high, with 39 pupils leaving and 42 pupils entering at other than the normal admission times. The overall attainment on entry is well below average as a high proportion enter with limited English. Numbers have dropped recently and, in Nursery and Reception, the school is under-subscribed; this year there is only one Reception class instead of two. The headteacher took up her post at the beginning of this term.

HOW GOOD THE SCHOOL IS

The school gives a satisfactory education and has improved rapidly since this September. Standards are rising because teaching in Years 3 to 6 is good and is outstanding for some older pupils. This enables the pupils to achieve well and reach standards that are closer to the national average by Year 6. The headteacher's strong leadership provides a very clear direction for the school and she has the support of the staff and governing body. This ensures there is clear commitment to improve all aspects of the school's work. Pupils make good overall progress in the Nursery and Reception because of much good teaching. However, there are weaknesses in some of the teaching in Years 1 and 2 and some pupils in these years make unsatisfactory progress. The school provides satisfactory value for money.

What the school does well

- The strong and vigorous leadership of the headteacher, effectively supported by senior managers, is leading to significant improvements in the quality of education offered to pupils.
- Good teaching in Years 3 to 6 enables pupils to make good progress in English and mathematics and this is leading to improving standards in these subjects.
- Standards are above average in art by Years 2 and 6 and in music by Year 6.
- The very good teaching in the Nursery and the good teaching in Reception give children a good start.
- The school provides well for the pupils' personal development. Provision for moral development is very good whilst provision for social and cultural development is good.
- Pupils' behaviour and attitudes to their work are good and relationships are very good. This results in a high degree of mutual trust, respect and racial harmony and a happy atmosphere for learning.

What could be improved

- Standards in English, mathematics and science by the end of Year 2 and information and communication technology and design and technology throughout the school.
- The consistency in the quality of teaching, especially in Years 1 and 2.
- Opportunities for pupils with special educational needs and English as an additional language to learn consistently well so they reach higher standards in their work, particularly in Years 1 and 2.
- The recruitment of governors and the pace of improving the accommodation.
- Attendance, which is well below average.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1997. Gaps in the leadership over the last two years because of staff ill health resulted in slow school improvement and standards dropped for eleven-year-olds in 2002. The impact of the changes in key staff, including the headteacher and senior managers, is

having a very positive effect on school improvement. As a result, the school has made satisfactory overall progress since the previous inspection due to rapid progress this term. Inspection shows that standards are now rising for Year 6 pupils. Leadership and management have improved well. There is significantly more good and very good teaching and less that is unsatisfactory. However, there is too much poor teaching for some pupils in Years 1 and 2 and standards for seven-year-olds have not improved enough since the last inspection.

The school has made satisfactory progress overall in addressing its key issues. Curriculum planning and assessment are now satisfactory. There has been satisfactory improvement in computer resources. However, the lack of equipment for control aspects of information and communication technology (ICT) and design and technology together with inconsistent staff expertise in both subjects is preventing standards being raised. Procedures for improving attendance are better but pupils' attendance is still not good enough. The school is now well placed to continue to improve and to raise standards further.

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	E*	D	E	D
Mathematics	E	C	E	C
Science	C	D	D	B

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

This table shows that standards have been too inconsistent. There were very good improvements in 2001 in English and mathematics compared with those reached in 2000 when standards were very low in English, falling in the lowest five per cent nationally, and well below average in mathematics. In 2001, standards were far closer to national averages. However, in 2002 these standards were not sustained and dropped again. In English they were particularly weak as they were below those of similar schools.

The inspection's findings show a marked improvement brought about by the recent rigorous monitoring and improvement in literacy and numeracy teaching and the very good teaching now seen in Year 6. By Year 6 standards are now below average in English and science and average in mathematics. Pupils make good progress in Years 3 to 6. The targets set by the school are satisfactory. The school is on course to reach these in 2003 in English and exceed them in mathematics.

Seven-year-olds have attained low standards in national tests and assessments in English and mathematics for the past five years. This has caused too many pupils to enter Year 3 with unsatisfactory basic skills. Inspection findings show a small improvement in reading and writing as, after making satisfactory progress, Year 2 pupils reach below average standards. However, standards are still well below average in mathematics and science as a result of pupils' poor progress. Children in the Foundation Stage make good progress and attain average standards in most areas of learning, including numeracy. Exceptions are speaking and listening, reading and writing, which are below average despite the children's very good progress.

Standards are above average in art by Years 2 and 6 and in music by Year 6. By Years 2 and 6 standards are average in all other subjects except ICT and design and technology, where they are below average. By the time they leave school pupils' overall achievement is good. Pupils with special educational needs and those with English as additional language are making satisfactory progress. Higher-attaining pupils make inconsistent progress, especially in English and investigative science.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' positive attitudes to school and their enjoyment of learning contribute greatly to helping them learn.
Behaviour, in and out of classrooms	Pupils' behaviour is good in the classroom, at play and during lunch-times. They are well mannered and polite to adults and each other. They move around the school in an orderly way.
Personal development and relationships	Relationships between pupils and with adults are very good. Pupils from a variety of cultures mix well and respect different values and beliefs. Pupils' ability to work in small teams and make decisions is inconsistent.
Attendance	Well below average, despite some improvement since the last inspection. Punctuality has recently improved and is now good overall.

TEACHING AND LEARNING

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

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

Teaching is satisfactory overall. The considerable improvement since the previous inspection in the quality of teaching stems from the recent vigorous action to eliminate unsatisfactory teaching. Examples of very good teaching occurred in the Nursery, for pupils with English as an additional language and in Years 3 and 6. Some excellent teaching in Year 6 in literacy, numeracy and music is helping to raise standards rapidly. In excellent lessons all pupils learn quickly because teachers have strong subject knowledge and high expectations, match all pupils' work well to their needs and make learning exciting. Teaching and learning in literacy and numeracy are good in Nursery, Reception and Years 3 to 6. However, there is too much weak teaching in Years 1 and 2 as, although teaching and learning in literacy are satisfactory, they are unsatisfactory in numeracy and poor in science in Years 1 and 2. The differences in the quality of teaching between different classes in Years 1 and 2 are preventing the raising of standards. Shortcomings in poor or unsatisfactory lessons and weaker aspects of satisfactory lessons included the following points: higher or lower-attaining pupils' work was not well matched to their previous skills, including the match of literacy tasks; teachers' expectations were not high enough; behaviour management was not skilful. Teaching is broadly satisfactory for pupils with special educational needs and for pupils with English as an additional language.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good for Reception and Nursery. Satisfactory overall for Years 1 to 6 but pupils of a similar age do not always have the same learning opportunities.
Provision for pupils with special educational needs	Satisfactory overall and good for pupils with statements. Pupils with literacy needs do not always spend enough time in class reading at the right level.

Provision for pupils with English as an additional language	Satisfactory. Very good for children in Nursery and Reception. Unsatisfactory overall in Years 1 and 2 because of a lack of match of work to pupils' learning needs in some lessons. Satisfactory in Years 3 to 6.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision is made for pupils' personal development. The provision for moral development is very good and it is good for spiritual, social and cultural development.
How well the school cares for its pupils	Pupils are well nurtured and cared for. Assessment procedures are satisfactory and, overall, used satisfactorily to provide appropriate support.

Computers are not used systematically to support pupils' learning. The school has a satisfactory partnership with parents although information for parents is not translated into community languages. The support for traveller children is effective. Systems for identifying talented and very high ability pupils are not in place.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. Very good by the headteacher, who has a very clear vision for improving the school, including teaching and learning. The deputy headteacher and some able new senior managers provide effective support. The staff are now working as an effective team as a result of the leadership provided. Subject co-ordinators' roles are satisfactory overall and there is very good leadership in English and mathematics.
How well the governors fulfil their responsibilities	Satisfactory. The Chair of Governors and Vice Chair provide good leadership but there are some long-standing vacancies. This limits the governing body's ability to help to steer the school.
The school's evaluation of its performance	Good. Since the beginning of September assessment data has been rigorously collected and analysed. Regular observations of teaching and learning are raising expectations. The improvement plan is relevant but there are not enough numerical targets for improving standards.
The strategic use of resources	Good. Co-ordinators' roles are developing well and there is now a rigorous programme of staff training. This has already raised standards in art. Financial management and planning are good.

The school considers major spending decisions to ensure best value for money. There are enough qualified teachers to teach the curriculum. The learning support assistants provide valuable support but are not always employed for best impact. Resources are satisfactory except: outdoor play resources, including those for Reception, are very limited; there is no outdoor shaded area; the school library has a small and narrow range of books; there are few reading books for pupils with literacy difficulties and there are weaknesses in science and technology resources. The school's accommodation has weaknesses: the roof is leaking in places; the pupils' toilets are poor; the new ICT suite is small and inadequately ventilated.

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.• The school is welcoming.• The headteacher is making good improvements.• The school now works more closely with parents.• Systems for reading have improved recently.	<ul style="list-style-type: none">• There are no extra-curricular activities.

The inspection team agrees with parents' positive views and agrees there are no after-school extra-curricular activities at present. There is planning for such activities from next term.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. By the time the pupils leave the school in Year 6 the overall standards they reach are below average. As pupils begin school with overall attainment that is well below average, because of the limited English of many, their achievement is good overall. However, whilst pupils' progress is good in the Foundation Stage (Nursery and Reception) and in Key Stage 2 (Years 3 to 6), it is unsatisfactory in Key Stage 1 (Years 1 and 2). Wide differences in the quality of teaching at different stages of pupils' education cause their erratic progress. Whereas teaching and learning are good in the Foundation Stage and in Key Stage 2, too much unsatisfactory teaching in Key Stage 1 is having an adverse impact on pupils' attainment.
2. Inspection shows children make very good progress in the Nursery and good progress in Reception and reach mainly average standards by the end of Reception, apart from in communication, language and literacy. This is because a minority are still not fully fluent in English. The standards they reach indicate that pupils are capable of attaining standards by Year 2 that are far closer to national averages than has been the case. Children's assessment made on entry to Reception also shows a substantial proportion consistently reach higher levels. However, by the end of Year 2, the proportion reaching the higher Level 3 in mathematics and science is well below national averages and below similar schools.
3. The 2002 national tests and assessments for Year 2 pupils showed standards were well below national averages in reading, writing and mathematics and very low in science. Compared with similar schools, these results were average in reading but below average in writing and well below average in science. The consistently low standards reached in Year 2 have meant that too many pupils have entered Year 3 at an educational disadvantage. Yet, the 2002 Year 2 assessments made by teachers for speaking and listening showed nearly all reached average standards, indicating that pupils should be reaching higher standards in literacy, numeracy and science. Inspection also shows standards are below average in speaking and listening by Years 2 and 6 and, by this time, few pupils are at early stages of learning English. The improvements in standards in reading and writing observed during the inspection in Key Stage 1 result from a large focus on improving literacy after considerable help by the local authority this term.
4. Inspection shows that the pupils' very good progress in Year 6, through very good overall teaching and learning, is now raising standards for eleven-year-olds. This follows the period of drift when standards fell in 2002 and were well below national averages in English and mathematics and below average in science. The evidence provided by the school shows that the impact of high mobility did not have an adverse impact on the overall standards pupils reached by Year 2 or Year 6 and late entrants often achieved better than original entrants to the school. However, it is not possible to measure the exact attainment on entry of these pupils and measure the exact progress they have made because, until this term, such records were not kept.
5. Comparisons of the standards reached by boys and girls indicate underachievement by both groups at different stages of education. In Year 6, for the past three years, girls have far out-performed boys in English, mathematics and science in national tests. However, over the last three years Year 2 boys out-performed girls in reading and writing, although there was no significant difference in mathematics. Analysis of the special educational needs register shows that most of the pupils at higher stages of need (School Action Plus) are in Years 5 and 6. Very nearly all are boys with literacy difficulties. In 2002 tests boys' results were very poor in English, as only just over a third reached Level 4 whereas nearly two-thirds of girls did so.
6. Most pupils' progress in Key Stage 2 is now good overall, with some very good progress being made in Year 6 in English, mathematics, art and music. Pupils' overall progress in Key Stage 1 is unsatisfactory. Pupils' progress in English is only satisfactory and, as such, is not good enough to raise their attainment by the end of Year 2. Pupils' progress in mathematics and

science is poor due to poor teaching over time. Pupils are now making unsatisfactory progress

in mathematics although their progress in science is still poor. Pupils' progress is good in art and satisfactory overall in most other subjects. There was insufficient evidence to make a judgement in geography.

7. Pupils' progress is unsatisfactory in ICT and design and technology throughout Key Stages 1 and 2. These subjects are only just being put in place this term and ICT is not used regularly enough to enhance pupils' learning in other subjects. In design and technology, pupils' designing and craft skills are weak.
8. Speaking and listening skills develop very well in the Foundation Stage due to many practical opportunities provided for learning through talk. However, in Key Stages 1 there are not always enough opportunities for pupils to develop their speaking skills and learn subject vocabulary in small groups. Although this improves in Key Stage 2 there are inconsistent opportunities in science for older pupils. The development of literacy and numeracy across the curriculum is unsatisfactory in Key Stage 1. Too often literacy tasks are poorly matched to pupils' needs, for example in mathematics and science, and the limited literacy skills of many pupils affect their ability to record their work. Opportunities for pupils to develop their literacy and numeracy in other subjects are satisfactory in Key Stage 2. However, literacy work is not always well matched to lower-attaining pupils' needs and there are not enough opportunities for pupils to research for their own information.
9. Provision for children with English as an additional language is rigorous from the start in the Nursery and Reception and these pupils make very good progress through very good teaching. The school has recently improved provision and concentrated much of its specialist teaching in the Nursery and Reception where two-thirds of pupils speak English as an additional language, although only a minority have no English at all. Their progress is satisfactory overall in Key Stage 2 but unsatisfactory in Key Stage 1. In Key Stage 2 progress slows for some pupils when they are held back owing to their lack of confidence in using correct grammar and punctuation. Occasionally, pupils who are still not fully fluent, do not get enough support. The very few pupils who are travellers make good progress, and this is similar to the majority of their peers.
10. Pupils with special educational needs make good progress in the Foundation Stage, unsatisfactory progress in Key Stage 1 and satisfactory progress in Key Stage 2. Pupils with low standards of literacy are given inconsistent opportunities to learn the steps in reading and writing at their own level in Years 1 and 2 during class literacy time. Reading and writing tasks are often too hard in numeracy and science. In Years 3 to 6, pupils' progress is satisfactory overall, and sometimes good during specialist time. However, the build up of the small achievable steps in reading, including phonics, and writing over a period of time is not steady or rigorous and this prevents pupils making consistently good enough progress so their attainment is raised. The school's own analysis of standards shows that the attainment of pupils with special educational needs is not being raised as fast as that of other groups in literacy in Key Stage 2.
11. Higher-attaining pupils make inconsistent progress. Their progress is unsatisfactory in Key Stage 1 and satisfactory overall in Key Stage 2. However, in mixed age classes, the oldest higher-attaining pupils do not always have enough opportunity to learn at higher levels especially in English and investigative science. In Key Stage 1 their progress is unsatisfactory in mathematics and poor in science, ICT and design and technology. The children's assessment on entry to Reception indicates there are some pupils who are very able indeed. These pupils are not identified and given suitable higher level work, although this is beginning to happen in art and design and in music at Key Stage 2 due to rigorous subject teaching and good assessment of needs.
12. Overall, since the previous inspection the school has made satisfactory progress in improving standards. There has been overall good progress in Key Stage 2 in English, mathematics and science because test standards were previously well below average in all three subjects.

Progress in art through the school and music by Year 6 is also good. Pupils' overall progress has declined at Key Stage 1. Standards and progress are similar in English but lower in mathematics and science. The school has maintained the strengths in standards and progress in the Foundation Stage. The school has made unsatisfactory progress in improving standards in ICT and design and technology, which were key issues in the previous report. Progress in all other subjects is satisfactory.

Pupils' attitudes, values and personal development

13. Pupils' attitudes, behaviour and personal development are strengths of the school and make a good contribution towards helping them learn. Their relationships with each other and with adults are very good. This is an overall improvement on the findings at the time of the previous inspection and reflects the widespread views of parents. Parents state that their children enjoy school, behaviour is good and the school helps their children to become mature and responsible. Nevertheless, the attendance of pupils is poor and limits their progress.
14. Throughout the school the pupils' attitudes towards learning are good. This includes those of pupils with special educational needs and with English as an additional language. They often concentrate well and show interest in what they are doing. They have the confidence to try and work out answers in front of their classmates. For example, in a Year 3 lesson in mathematics, the teacher developed the confidence of the pupils by building up the work in appropriate steps. All the pupils showed great enthusiasm during singing practices in the hall. In most classes the well-established routines lead to pupils settling quickly to group work in lessons. Where the tasks are well matched to the abilities of the pupils, they maintain their interest even when not being directly supported by adults in the classroom. In the Nursery the children's attitudes and behaviour are very good because of the good, consistent teaching, calm atmosphere and clear expectations of work and behaviour.
15. The children in Nursery and Reception are given a great deal of security and support and are encouraged well to be independent and confident and their social and emotional development is above expected levels by the time they move into Year 1. Their attitudes to school and their behaviour is generally good and relationships between children and adults are very good. This makes a major contribution to their personal development and capacity for learning.
16. Relationships between pupils and with adults are very good and contribute to the quality of work in lessons. Pupils get on well with each other when playing games in the playground. Lunch times are pleasant social occasions. Good co-operation was seen in a Year 4 design and technology lesson when they willingly helped each other to improve the design of their chairs. During information and communication technology lessons, when working in pairs on the computers, they happily took turns and the more able were seen to help the less able. Boys and girls and pupils from different ethnic and cultural backgrounds work together very well when doing group work in the classroom and when playing at break and lunch-times.
17. Most pupils with English as an additional language respond well to specialist support, reflecting their positive attitudes to learning. This, combined with the care that the school takes of them enables many to integrate well into the life of the school, relating to each other and their teachers with care and courtesy. These pupils are generally well behaved.
18. Pupils' social and moral development is good. Pupils behave well in the classroom, at play and lunch-times. They are open, well mannered, polite to adults and to each other and welcoming to visitors. They show respect for property; for example, Year 5/6 took great care to avoid the instruments spread around the room when sitting on the floor during a music lesson. Nevertheless some are still learning how to behave appropriately. For example, in some classes, though the teachers intervene, they do not always stop pupils calling out or being inattentive. In one or two lessons seen during the inspection, progress was limited by such behaviour. Nevertheless the pupils agreed that behaviour had improved significantly this term. They also considered that aggressive behaviour had reduced though they could still quote examples of such

behaviour not being dealt with even after they had told the teacher. The school appropriately excluded one pupil during the last school year for extremely poor behaviour.

19. The pupils' personal development is also good. They willingly respond in a mature way to responsibilities. They are starting to understand how the wider world operates with the opportunities provided to stand as a class representative on the School Council, where they make a speech and their classmates vote. A meeting of the council showed that they take their roles seriously and the pupils made sensible contributions ably guided by the pupil chairing the discussion. The pupils also benefit from collecting for charities during the year. They are starting to use their initiative by, for example, moving around the classroom to find materials they may need. Nevertheless there is not enough open-ended work in the classroom and this limits the opportunities for them to develop responsibility for their own work.
20. The level of attendance is poor. It has improved since the previous inspection but at just over 92 per cent it is still well below the national average and is in the bottom 10 per cent of schools nationally. Absences are usually due to parents reporting their children as ill, though a number insist on taking their children on holiday in term time sometimes for up to five or six weeks. The school has identified pupils with especially high levels of absence as being those who travel round the country, who have severe medical problems or who are in families with social problems. Their attainment and progress are affected by their absence. Unauthorised absence is recorded as zero though the registers do not support that; they show no reason in a significant number of pupils. Punctuality is good. The great majority of pupils are in the playground before the start of the day and the few late arrivals come during the following few minutes. Registration takes place promptly at the start of the day. However, attendance and punctuality in the Nursery are especially poor.

HOW WELL ARE PUPILS TAUGHT?

21. The proportion of satisfactory or better teaching, at 96 per cent satisfactory or better, is a good improvement from the previous inspection when 14 per cent of teaching was unsatisfactory. There is also a higher proportion of good teaching and a much higher proportion of very good teaching. One quarter of lessons are now very good, which includes a small proportion of excellent teaching. During the previous inspection there was little very good teaching and none was reported to be excellent. Evidence from the pupils' previous work indicates that there have been rapid improvements in the quality of teaching since the beginning of this term. This is due to the high expectations and rigorous monitoring by the headteacher and other senior staff, teachers' own commitment to improvement and several new appointments to the teaching staff, which are having a significant impact.
22. Overall, the school has made good progress in improving the quality of teaching but there are strengths and weaknesses. There have been very good improvements in the quality of teaching in Key Stage 2 as, previously, one quarter of all lessons were unsatisfactory. Strengths have been maintained and built upon in the Foundation Stage. The overall quality of teaching for pupils with special educational needs is satisfactory and similar to that found in the previous inspection. It has improved for pupils with English as an additional language. Then there was no specialist teaching but now the very good specialist teaching for younger pupils with English as an additional language is providing them with a very good start. This has rightly been focused in the Nursery, Reception and Year 1 where pupils' language needs are greatest.
23. However, within this generally favourable picture the quality of teaching in Key Stage 1 has declined and is now unsatisfactory. This is due to unsatisfactory teaching of mathematics, science, design and technology and ICT. During the inspection week there were two supply teachers, one in a Year 1 class and the other in a Year 5 class (due to an unexpected vacancy during the term and the long-term sick leave of another member of staff). The overall quality of teaching seen in these classes was satisfactory. The poor lessons observed were in another class, in Key Stage 1, and were related to some fundamental teaching weaknesses.

24. Although good teaching is seen in most classes, teaching is most consistently good in the Foundation Stage, Year 3, Year 4, the mixed Year 5/ 6 class and in Year 6. This is raising pupils' attainment and offsetting any slow progress they made in the past. What makes these lessons stand out is the quality of teachers' subject knowledge and their preparation and planning to ensure clear learning purposes. In these lessons pupils of all abilities learn well and make good progress because each lesson steadily builds on pupils' previous learning.

25. In the Nursery, very good teaching stems from very close links between all areas of learning and the very good opportunities for the children to learn through talk and practical enquiry. Very good specialist teaching for pupils with English as an additional language, in the Nursery and in Reception, not only improves children's learning but provides other teachers with very good teaching models. The level of support by adults in the Nursery is often very good. In a very good Nursery lesson the class teacher and the nursery nurse worked as an effective team to create the right, calm atmosphere for learning. Their sensitive intervention during the children's play extended the children's vocabulary, thinking, creativity and personal development at just the right level. This was based on a thorough understanding and assessment of the children's previous skills.
26. Excellent lessons were seen in literacy and numeracy in Year 6 and during specialist teaching of music in Year 6. In these lessons teachers' strong subject knowledge was apparent in the way they taught subject skills. Lessons inspired pupils and were relevant to the pupils' daily lives. They also enabled the pupils to learn in a variety of learning styles, including from instruction as well as exploration and problem solving. In an excellent music lesson in Year 6, the specialist teacher engaged all pupils in rapid learning through her very good management, her rapport with them, her choice of music and the fast pace of her skills teaching. She fully involved all pupils and enabled all to succeed. The high quality of the musical instruments and her own demonstrations set the tone of demanding expectations and a striving for excellence.
27. When lessons are poor, subject teaching is weak because of poor matching of skills to pupils' needs. Much of the work is too hard or easy for most pupils and subject skills are not successfully built in the right steps. In these lessons the quality of teaching is particularly poor for pupils with English as an additional language and those with special educational needs. There are few opportunities for pupils to learn through practical work and through discussion in small groups. Reading and writing activities are often far too hard for many and pupils spend too long copying from the board words they cannot read. Examples were seen in poor Year 1/ 2 science and mathematics lessons. Lesson plans were not translated into satisfactory learning experiences. When teaching is unsatisfactory, or when there are weaker aspects of unsatisfactory lessons, it is due to inaccurate match of work. This is because the teacher's subject knowledge has weaknesses. This was seen in a Year 5 literacy lesson.
28. The teaching of English and the implementation of the National Literacy Strategy are good overall. However, it is weaker in Key Stage 1. In Key Stage 1 teachers have a satisfactory understanding of how to implement the strategy and their planning is satisfactory. However, they do not always have high enough expectations of pupils' work and behaviour. There is not always enough classroom assistant support for lower-attaining pupils and pupils with special educational needs during literacy sessions. The wide gap between the pupils with sound reading skills and those who have yet to make a secure start means that the reading text shared with the whole class is sometimes hard for lower-attaining pupils. In Key Stage 2 the implementation of the strategy is good overall and this is raising attainment. Teachers' subject knowledge is often good. Strong subject knowledge underpinned a very good lesson in Year 3 and an excellent lesson in Year 6.
29. The teaching of mathematics and the implementation of the National Numeracy Strategy are unsatisfactory in Key Stage 1. They are good in Key Stage 2, where lesson planning is often good and very effective. In Key Stage 1, although lesson planning is translated into worthwhile learning opportunities in two classes, it is not effective in the other class, where pupils' learning is poor. In a good mathematics lesson in Year 1 the teacher managed pupils well, matched work well to their prior attainment and ensured they all learned at a good rate. However, in a satisfactory lesson pupils did not settle down so quickly as class management was not as secure. This caused a loss of learning time. When teaching is poor, work builds poorly on pupils' previous skills and many cannot understand what is expected. In Key Stage 2 teachers' good planning is often effective and all ability groups learn well. Teachers constantly check to make sure everyone understands and they provide many opportunities for pupils to explain their thinking. In Years 3 and 6, in single age classes, pupils make rapid progress because of very good or excellent teaching.

30. The quality of teaching in single age classes is often of a higher quality than that found in mixed age classes. In mixed age classes, because of the very wide ability span, teachers do not always so successfully match work to the needs of younger lower-attaining pupils or older higher-attaining pupils. This was particularly seen in English and science.
31. There is now a systematic programme for teachers to improve their subject knowledge. The recent training in art and design has resulted in good teaching of the subject throughout the school. The quality of teaching of history is also good due to teachers' good subject knowledge. In physical education and music, the quality of teaching is good at Key Stage 2 but only satisfactory at Key Stage 1. The quality of teaching of religious education and geography is satisfactory. The quality of teaching of science in Key Stage 1 is poor and satisfactory overall in Key Stage 2. Not enough time is spent on science in Key Stage 1 in some classes and teachers' subject knowledge is often weak. There are also weaknesses in some teachers' subject knowledge in investigative science in Key Stage 2 and in ICT and design and technology in Key Stages 1 and 2. This is limiting the quality of teaching in some classes and preventing consistency in the quality of pupils' learning experiences. The overall quality of teaching in ICT and design and technology is unsatisfactory where, often, not enough time is spent on teaching these subjects because teachers lack confidence.
32. Throughout the school teachers have good relationships with pupils and usually manage their pupils well. However, behaviour management is not always as successful in Key Stage 1. Planning is generally sound and the lesson purpose is often shared with pupils and used to evaluate their learning. However, despite different levels of tasks shown for different groups there are no specific plans for pupils with special educational needs and those with English as an additional language, except in the Foundation Stage. For pupils with special educational needs, pupils' Individual Education Plans often contain precise steps for numeracy but do not set out so clearly the small steps in literacy, including phonics and spelling. This restricts the support given to teachers for their planning. Whilst the quality of teaching for pupils with special educational needs is satisfactory in Key Stage 2, and good in mathematics, it is unsatisfactory in Key Stage 1 because of the poor match in some lessons of literacy tasks to pupils' needs.
33. The teaching and non-teaching staff, funded under the Ethnic Minority Achievement Grant, give high priority to enabling pupils to learn English so they can learn their subjects. They support pupils satisfactorily in classroom activities and very well in Nursery and Reception. However, 'partnership teaching' with class teachers, apart from in the Foundation Stage, is at an early stage. Teachers and assistants in the Foundation Stage and Key Stage 2 often explain teaching points clearly so all pupils can understand and participate in activities. However, there are very few planned opportunities for pupils to use their home languages to facilitate their acquisition of English although several would benefit from this.
34. The level of specialist support currently available for the pupils to learn English is not sufficient given the nature and extent of pupils' needs. Whilst this is now good in the Nursery, Reception and Year 1, where pupils have highest language needs, specialist support is not regularly available for older pupils who are not fully fluent.
35. Marking is inconsistent. There is some very good marking, for example in Year 3, which encourages pupils and tells them how they can improve in ways they can understand. However, in many cases it does not give pupils enough information on how to improve their work. Homework is satisfactory and parents said they were pleased with improvements made this term. However, there is no indication that homework for those with literacy difficulties systematically builds upon schoolwork.

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

36. At the time of the previous inspection the school's curriculum and planning had some weaknesses especially in art, design and technology and ICT which did not meet statutory

requirements. The curriculum provided by the school now is satisfactory overall. Following a period of considerable disruption and numerous changes of staff, curriculum planning was the first priority of the headteacher on her appointment at the beginning of the present school year. Since then, rapid progress has been made in many areas of curricular provision. There is now a clear, whole school framework to provide statutory coverage of all subjects of the National Curriculum and religious education. However, the steps for investigative science are not set out in enough detail and there is a lack of computer control resources in ICT.

37. The implementation of the curriculum is satisfactory overall at Key Stage 2 but unsatisfactory at Key Stage 1. This is because of the unsatisfactory implementation of the curriculum in Key Stage 1 for mathematics, science, design and technology and ICT and the lack of match of reading and writing tasks for lower-attaining pupils, especially in mathematics and science.
38. The curriculum for the Foundation stage is good. It is very good in the Nursery and good overall in Reception. The nationally recommended Foundation Stage curriculum is appropriately planned and the National Literacy and Numeracy Strategy frameworks are well implemented and adapted. The curriculum recognises the importance of first hand experience, of developing language and thinking and of children's creativity. There is often good continuity between the experiences provided in the Nursery and Reception. However, in Reception, there is a lack of an outdoor designated area with suitable equipment for physical development.
39. The major priority this term has been the development of English and mathematics. The national strategies for literacy and numeracy have been used to provide a suitable framework for planning. Good resources have been purchased and staff have received extra training to help them teach the subjects more effectively. However, the implementation of the strategies is only having a positive impact in raising standards in Key Stage 2. There are satisfactory plans for the future development of the scientific knowledge curriculum but skills for investigative science are not set out in depth. In science, pupils of a similar age do not cover the same curriculum in mixed age and single age classes. There is a two year rolling programme which means the content will be covered over a two year span but older pupils in mixed age classes sometimes cover the work at a lower level than their peers in a single age class. The school has also adopted the nationally recommended guidelines for planning for other subjects. Teachers use this guidance to prepare their weekly lesson plans, which usually provide work that is matched to the needs and abilities of pupils.
40. Pupils have opportunities to use their numeracy skills to support learning in other subjects, especially in Key Stage 2. For example, they arrange their science results in tables, often converting them into graphs. Teachers use time lines in history to help pupils understand the passage of time and co-ordinates are used in geography to mark the position of places on maps. Literacy skills are not, as yet, extended as successfully. Although pupils make some use of their reading and writing skills to support work in history and geography, there are insufficient opportunities for pupils to develop their writing skills or to make use of research skills across the curriculum. The school library has been redeveloped and a better selection of books purchased which pupils are beginning to use more effectively to develop their research skills. The school intends to add to the stock of books as soon as funds become available.
41. There is satisfactory provision for pupils' personal, social and health education. The governing body has approved policies for sex education and for education in awareness of drugs misuse and these are incorporated effectively into teaching and learning. The school has introduced lessons in healthy eating and pupils are keen to explain just what foods are good for the body.
42. The school makes sound use of the local community to support learning. A local magistrate has worked with Year 6 pupils and a theatre group has promoted drugs awareness. The choir has taken part with other schools in a music festival. The school has received very good support from the neighbouring high school in developing art this term. Sports coaches from the local sports colleges have also worked with pupils in school. The Nursery has appropriate links with local playgroups to help prepare pupils for coming into the school. Volunteers come in twice a week and make a useful contribution to helping pupils read.

43. An interesting range of educational visits enriches and supports pupils' learning - for example, pupils visit the National Gallery. Pupils said that when they visited Kew Gardens they enjoyed it so much they didn't want to come home. Lower juniors enjoy a day at Gunnersbury Park

Museum where they experience at first hand what life was like for the Victorians. They also visit a farm. A residential visit to the educational centre at Boreatton Park for pupils in Years 5 and 6 provides opportunities for pupils to experience a wide range of outdoor pursuits.

44. Due to the many changes taking place in the school this term the headteacher has not yet introduced a programme of extra-curricular activities. The intention is to begin next term providing several sports, information and communication technology, music and art.
45. Improving provision for pupils with special educational needs and English as an additional language was another priority at the beginning of the term. The headteacher and the new co-ordinators have worked very hard to reorganise these very important areas of provision completely. Satisfactory systems are now in place and the very good systems for the youngest pupils are beginning to make a significant impact on the progress these pupils are making.
46. There has been significant improvement in the ICT planned curriculum. All pupils from Year 2 upwards now have access to the new computer suite and their computer skills are beginning to improve, though from a low base due to lack of equipment in the past. Computers are not yet being used as effectively as they should be to support pupils' learning in other subjects and the lack of equipment for computer control technology in Key Stage 2 is preventing this area being fully taught.
47. Provision for pupils' spiritual development is good. The school creates a quiet, respectful atmosphere for growing and learning. This provides pupils with an understanding that their school is a special place with special people who can grow and flourish. All staff work hard to ensure the pupils value themselves and others. Spirituality is promoted well through assemblies and religious education lessons. The quality of collective worship within the school promotes pupils' understanding of human feelings and emotions well. Acts of worship are underpinned by the strong belief that all pupils in the school are valued and are equal and have a full contribution to make to their school. This was very noticeable in an assembly during the inspection when pupils presented examples of their good work to the whole school and received generous applause spontaneously. Assemblies also encourage the spiritual elements of different religious festivals such as Diwali and Eid. Teachers take particular care to provide excellent displays that help pupils understand the different faiths represented in the school. Art and music are beginning to play a more important part in the curriculum and add considerably to spirituality.
48. The provision for pupils' moral development is very good. The headteacher and all adults in the school set very good examples. This makes pupils aware of the importance of rules that promote the values of honesty, justice and the care of others. Members of staff frequently give reasons for how their pupils should behave so that they have a good sense of right and wrong. For example, in several lessons, teachers praised pupils for their good behaviour. All pupils move round the school in an orderly manner. They show consideration for each other, particularly those younger than themselves.
49. The headteacher maintains a high profile round the school, thus ensuring that the class rules, which pupils discuss with their class teacher at the beginning of the year, are applied and that pupils are praised and encouraged for their good behaviour. Collective worship makes a valuable contribution to pupils' moral development. Pupils respect each other and each other's property.
50. The provision for pupils' social development is good. The whole ethos of the school is to create an atmosphere for work and learning within a happy and caring environment. The school aims to promote social inclusion in every aspect of school life, including the welcoming of all new arrivals and travellers' children. The contributions of pupils with special educational needs and those learning English as an additional language are valued by the whole school community. The

school also provides an effective means of helping pupils who have difficulty mixing with others to learn how to share, co-operate and develop effective relationships. As a result this has a positive effect on pupils' progress in lessons. The School Council provides opportunities for pupils to present their views of the school and make suggestions for improvements. The residential visits provide further opportunities to develop pupils' independence and personal and social skills through a range of challenging and exciting activities. The very good relationships

between members of staff and pupils help to create a positive atmosphere and to develop this provision further. This respect, shown by adults to pupils, is reflected in the way pupils work collaboratively together and welcome visitors to share their activities.

51. The school's provision for pupils' cultural development is good. Pupils are given many opportunities to recognise and value essential aspects of their own culture and the culture of other people in Britain and the wider world. For example, all the school and many parents enjoyed an exciting assembly by Year 6 pupils on the changes in life in Britain since 1948. Many excellent displays around the school help pupils to celebrate their own heritage as well as the history of other cultures and faiths. The school library contains stories from other cultures, for example, the story of King Akbar and the poor Brahmin. Pupils also learn about the ancient cultures of Greece and Rome. This term there have been exciting developments in music and art which are already having an impact on the pupils' cultural development.
52. The presence of pupils from diverse cultural backgrounds makes a good contribution to pupils' spiritual, moral, social and cultural development. Staff representing non-European cultures provide further opportunities for pupils to develop this aspect of their education. The pupils' spiritual, moral, social and cultural development is rapidly becoming strength of the school.
53. The contribution of the wider community to pupils' learning is satisfactory. Every two years the older pupils undertake a residential visit. There are also useful contacts with other educational institutions including good arrangements for pupils to visit the local secondary schools prior to transfer at the end of Year 6.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

54. As at the time of the previous inspection, staff show appropriate concern for the needs of the pupils and provide good role models to encourage their development. Parents are pleased with the level of support in the school, seeing it as a caring community where staff are approachable if there are any problems. The procedures for monitoring pupils' academic performance and personal development and for providing educational and personal support and guidance are satisfactory.
55. Overall, the school has good procedures for child protection and for ensuring the welfare of the pupils. The headteacher is the designated officer for child protection and the school follows local procedures. The staff generally have received guidance on how to deal with any situations that may arise and know whom to report to if necessary. The provision for first aid is very good with a dedicated first aider, another person with a full certificate and others with emergency training. Records are kept of any treatment and letters sent home to parents as appropriate. A health and safety policy is in place, approved by the governing body and the governors are actively involved in touring the school to identify any potential hazards. The school has carried out a risk assessment on the various activities that take place in school. The local education authority has recently audited the school's arrangements and their recommendations are being implemented. Nevertheless, small items of electrical equipment have no stickers to show they have been tested for safety. The teachers ensure that pupils are made aware of health and safety issues during lessons such as science, physical education and design and technology.
56. There was some criticism of assessment at the time of the last inspection as assessment was not used well enough to inform planning. Assessment procedures are currently satisfactory overall, and good in English and mathematics. Assessment in the Foundation Stage is good.

Statutory and national optional tests are used and, since this term, this information has been collected systematically. This evidence is being analysed to highlight the achievement and progress of different groups. The school has made very good progress this term and has started analysing test results to identify under-performing groups in relation to ethnicity and gender. Assessment for pupils with special educational needs is satisfactory overall. However, pupils' Individual Education Plans do not always include enough small steps in reading, phonics and spelling to help teachers to plan a suitable curriculum. Targets for mathematics are considerably better.

57. In the foundation subjects a whole-school approach to assessment is not in place. This is because the school is only just implementing Curriculum 2000 this term and the assessment detailed in National Curriculum guidelines is not being used consistently in each class. A process of target setting for each pupil, based on their attainment on entry to the school, has been begun this term. There is some inconsistency in the use of record sheets. Assessment is receiving a strong focus in the school improvement process and the rapid progress made this term has meant that overall the school has made satisfactory progress in improving assessment systems. The marking of pupils' work is inconsistent and this is a key area on the school improvement plan.
58. Teachers and support staff are committed to the well being of pupils with English as an additional language. This enables them to integrate well into the school community. Many staff have not, however, received specialist training. Specialist staff are involved in the assessment of these pupils and this is now very good in the Foundation Stage because of the improvements made this term. However, it is not yet as formal for other pupils whose needs are not as high. There are no systems to identify very able pupils, although the school is well aware that some pupils fall into this category. Until this term pupils' attainment on entry to Reception has not been analysed to identify possible high attainers and there have been poor systems for later identification of them. Some pupils learning English as an additional language are potentially very high attainers but do not have enough opportunities to show this because there is limited support for them in their own language.
59. The monitoring of pupils' personal development relies mainly on the teachers' good knowledge of the abilities and needs of the individual pupils. The school methodically assesses pupils with special educational needs to gain a good picture of their difficulties. They are placed on appropriate levels on the special needs register and the necessary support is clearly explained in the Individual Education Plans.
60. The procedures for promoting discipline and good behaviour are good. At the start of this year all the teachers had training to facilitate a consistent approach throughout the school. At the beginning of each school year the pupils decide on the class rules, which are displayed on the classroom walls and referred to by the teacher as necessary. Each class uses merits to reward good behaviour and a 'sanctions ladder' to display the names of pupils who are misbehaving. Discussion with the pupils shows that this approach is effective for the great majority of pupils. The inspectors saw good instances in lessons of teachers ensuring that the pupils understood how to behave. Nevertheless in a few lessons seen the teachers were not always able to maintain the pupils' attention because of weaknesses in class management or because the work was not matched to the pupils' abilities. The school treats any incidents of bullying with a high priority though pupils were able to highlight instances of problems that they have referred to staff but with little effect. All class teachers have an incident book but the recent improvement in behaviour means that they are little used.
61. The recent emphasis on monitoring and promoting attendance and punctuality has resulted in good procedures. The headteacher monitors the registers regularly and has a good understanding of the backgrounds and needs of pupils with a poor attendance record. The school's aim is to ensure that all pupils find the school welcoming and the headteacher's priority is to deal with any concerns of parents that may make their children reluctant to attend. The local education authority has set a realistic target for improvement this year though the school has not yet translated it into a target for each class. The governors are appropriately involved and

receive details each term of the levels of attendance. Pupils with very good attendance are rewarded with certificates. The education welfare officer is contacted if necessary. The school telephones home on the first day of an unexplained absence of some pupils but does not contact families in every case as many schools now do, to help parents realise the importance of good attendance. Though the school has recorded a very low level of unauthorised absence the registers are not completed with the reasons for absence in a large number of cases. This prevents the school from properly monitoring absences.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

62. Parents showed that they are pleased with all that the school does in their responses to the questionnaire, and at the meeting with the inspectors. The inspection team supports their positive comments, which reflect rapid improvements since the start of this term. Parents say that the school is now well led, the teaching is good and the school is an improving school. However, some parents are concerned about the range of activities outside lessons. The inspection team agrees that this is a weakness although the school has plans to remedy this next term. This is appropriate given the large task that was needed urgently to improve the school this term.
63. Since the arrival of the new headteacher in September, the school has started to introduce a range of initiatives to develop links with the parents. Already these contacts are satisfactory, showing an improvement over recent months. At the start of term the school held an open meeting to explain to parents the school's approach to teaching in various areas. Class teachers built upon this by outlining what will be happening in each class. In addition the headteacher sends regular letters home on specific matters. The end of term newsletter will celebrate the various activities that have taken place. The current prospectus and booklets for Reception and Nursery pupils contain useful information, though they are not attractive or easy to read. Timetabled meetings of teachers with individual parents will take place in both the spring and summer terms.
64. The annual report on progress is sent home in the summer term. Last year it provided a good summary of the skills and understanding acquired in each subject together with targets for improvement. However, for most subjects it provided little guidance on how well the pupils are doing in comparison with national expectations. The home language of many parents is not English. The school has access to a Somali speaker for interpreting purposes but it is not usual for any documents to be translated into the community languages. Parents of pupils with special educational needs are appropriately involved in the setting and review of their Individual Education Plans.
65. Parents' involvement with the school and their support at home make a satisfactory contribution to its work and to the attainment of the pupils. Pupils are happy in school and the great majority arrive early in the morning. These attitudes reflect the extent to which parents encourage their children to respect the school and education process. Reading books go home every day together with a weekly sheet explaining what homework has been set. Both the reading records and the homework sheets invite comments from parents and some were seen to include useful remarks. The Nursery is especially welcoming to parents and encourages them to stay to settle their children. The school does not have a parent-staff association but the headteacher and some of the parents are keen to start one. Few parents come to help in the classroom, even in the Nursery.

HOW WELL IS THE SCHOOL LED AND MANAGED?

66. The headteacher provides very good leadership and management and has a clear vision for what is needed to improve the school. She has successfully conveyed to staff her high expectations of all pupils, regardless of their educational starting point and family background, and her commitment to providing equal opportunities for all and racial harmony. She has given the staff a sense of urgency for improving their skills and the school. In the short time since she has been at the school she has worked very hard and very effectively in improving the quality of teaching and learning, curriculum and assessment and the school's physical learning environment, including resources. The systems she has introduced are thorough and she is harnessing staff's talents very well. She has moved the school forward and led it out of decline. However, there remains much to be done, especially at Key Stage 1. The significant changes to teaching staff this term, including the appointment of the headteacher and four teachers, two of whom are senior managers, are also having a positive impact on the education offered to pupils.

67. The headteacher works closely with her deputy, who is very supportive and provides good assistance in the day-to-day management of the school. Key stage co-ordination is now effective at Key Stage 2 and in the Foundation Stage. However, at Key Stage 1, this is not yet having enough impact where teaching is at its weakest.
68. The leadership and management of the school have improved well since the previous inspection. There have been very good improvements in the leadership and management, provided by the headteacher as this area was previously described as "sound". The improvement to the roles of curriculum co-ordinators is now satisfactory and this is the result of the rapid progress made this term. The English, mathematics, music and art co-ordinators and the co-ordinator for pupils with English as an additional language are new to the school this term and are providing strong leadership, with outstanding co-ordination in English. The roles of other subject co-ordinators are satisfactory but in some subjects, for example in science and special educational needs, there is a need for subject and co-ordinator training as there has been very little staff subject training until this September.
69. Prior to the headteacher's appointment there had been little monitoring of teaching and learning. The staff were underachieving because of lack of leadership, guidance and training. Their lesson planning had not been monitored for a long time and a uniform curriculum planning system was not in place. These factors had an adverse effect on the education offered to pupils. The monitoring by the local authority inspector, literacy consultant and the headteacher at the start of the headteacher's appointment revealed much unsatisfactory teaching. Since then the headteacher has monitored the quality of teaching and learning very rigorously and has set clear targets for improvement for each teacher. The deputy headteacher, the English and mathematics co-ordinators and the co-ordinator for pupils with English as an additional language have also frequently monitored and supported teaching and learning with a positive impact on improving provision. This term there has also been strong support by the local authority for improving literacy and the Foundation Stage and by the co-ordinator for English as an additional language who has expertise for the Foundation Stage. This concentrated monitoring and support has had a very good effect on the education offered. This is seen in comparisons between the pupils' previous work and that now being achieved. There are now suitable plans for developing the monitoring roles of all subject co-ordinators.
70. The governing body is led by a very knowledgeable Chair and Vice Chair of Governors, who work closely together for the benefit of the school. Most of the other governors are members of the school support staff. The governors have provided strong emotional and practical support for the school in the face of the leadership difficulties over the past few years. However, their role in helping to steer the school, by being critical friends, is hampered by the long standing vacancies for local authority governors and a co-opted governor. The lack of governors with a business or industrial background prevents the governing body having the breadth of expertise that is often found on governing bodies. The slow pace of the new appointments is hampering committees and the terms of reference for the committees are not always clear. For example, whilst the financial committee functions well, and is led by the chair, the curriculum committee is depleted and there are too few governors with curriculum responsibilities who can collect evidence and take an objective view of the work of the school.
71. The chair and vice chair examine the school's performance data and hold the school to account for the standards it achieves and their impact can be seen in the improved results in 2001. However, other procedures for monitoring standards are still at an early stage. Since the start of this term there has been the expectation that governors will take a much more active role in the decision-making processes. The headteacher has won the support of the governing body and is working closely with the chair and vice chair in school improvement. The governing body meets its statutory responsibilities in relation to the teaching of the curriculum and acts of collective worship, and those obligations which influence the welfare and progress of pupils. There is no clear policy for governors, with timescales and specific criteria for systematically monitoring and evaluating classroom provision.

72. There is an "emergency" school improvement plan, which has been put in place this term by the headteacher with the help of senior managers and the governing body. This identifies all the key priorities for taking the school forward: for example, the rigorous development of assessment procedures so that pupils' individual progress and that of groups of pupils, including late entrants, different ethnic groups and those with special educational needs, can be monitored and improved. Prior to the headteacher's appointment there were very limited systems for measuring the impact of the school's provision on pupils' progress. Since the start of this term the school has rapidly developed computerised systems for recording and analysing the pupils' progress. The school is now making very good headway in analysing its results and provision to ensure all pupils have equal opportunities to do well. A key priority is the setting of numerical targets for each pupil. The emergency plan is a useful tool and identifies named personnel and time scales as well as how monitoring will be done. However, the lack of numerical criteria, related to improving overall standards, limits its usefulness as a tool for measuring the impact of actions on improving standards.
73. The school's budget is managed efficiently by the headteacher, chair of governors and the school's financial assistant. Financial decisions are now closely linked to school improvement planning. The use of specific grants, for example, for special educational needs and for pupils with English as an additional language, are used satisfactorily. However, not all assistants have received enough training and they are not always deployed where they are most needed for special educational needs and for supporting pupils with English as an additional language, especially during literacy sessions. Provision for special educational needs is in the process of being reorganised. The new co-ordinator, who is also the deputy headteacher, has a suitable teaching commitment. In 2001/2 the carry forward figure was rather high at just over five per cent, considering that the school's resources in major areas were depleted. Since the beginning of term the school has needed to work very hard reorganising and storing resources and has needed to clear out many which were damaged and out of date. A smaller and more appropriate contingency fund is planned for next year.
74. Staff development and advice are now rightly receiving high priority. The performance management policy is in place and targets have been set. These now include literacy and numeracy teaching targets as a result of the intensive monitoring that has occurred this term. However, the lack of monitoring by most subject co-ordinators in their subjects has meant that key subject priorities have not been fed into performance management targets and development planning. Spending on staff advice was very low last year but this is now receiving close attention. Whilst the school consults appropriately on major financial decisions, strategies for monitoring the effect of spending on improving standards are not in place.
75. The turnover of teachers has been high during the past two years and most occurred at the beginning of this term. Many teachers were on part-time contracts who did not wish to work full time. Teachers are well deployed. Staff are well qualified. However most staff have arts and humanities backgrounds. Newly qualified teachers receive good support and mentoring. The secretarial staff provide an efficient and friendly service.
76. The management of the school's provision for special educational needs is now satisfactory overall. However, there are some weaknesses in long term planning for these pupils, to ensure they systematically, and very regularly, learn the small steps in reading, phonics, spelling and writing. Currently, there is not enough continuity between withdrawal work, class work and homework. The school is very aware that its provision for pupils with special educational needs has weaknesses and is very concerned that there are large numbers of pupils on the register in Key Stage 2. The reorganisation of the provision this term has had a useful impact on improving provision but more work is needed.
77. The provision for pupils with English as an additional language is satisfactory. Provision is very well managed in the Foundation Stage and, to some extent, at Key Stage 2, but not at Key Stage 1 where the provision is unsatisfactory. Until this term there was no school based co-ordinator for the provision of English as an additional language or the overall achievement of ethnic minority pupils. The specialist teacher has already substantially improved provision by establishing a well

resourced base, introducing effective procedures for tracking pupils' progress and providing a very good model by her own teaching. The school is now better placed to provide specialist support to all pupils who need it on the basis of a clear analysis of their proficiency levels. However, the amount of trained additional support, apart from in the Foundation Stage, is low.

78. The accommodation is potentially good but is unsatisfactory at present because of important weaknesses. It has deteriorated since the last inspection. In most classes the rooms are of sufficient size and the staff work hard to provide attractive displays of pupils' work and general information. The school makes good use of the two large halls. The suite for information and communication technology is a major improvement but it is small and is lacking a proper ventilation system. It becomes excessively hot even in the cooler days of autumn. The classroom for the Reception children is too small for the range of activities that needs to be provided for them and they do not have access to their own outside play area. The distance of the toilets from the Reception class, along with other safety hazards, is unsatisfactory.
79. Other major weaknesses of the accommodation are the poor state of decoration and the roof and doorways, which leak in several places, requiring buckets to be placed in classrooms and corridors to be closed. In addition it creates a potential hazard and staff have to be extra vigilant on rainy days to ensure pupils do not slip on wet floors. The local education authority is planning to carry out remedial work during the next year. Despite the efforts of the cleaning staff some of the pupils' toilets smell. In addition they are unheated and icy cold in winter. In one toilet area, boys and girls have to share. Despite the recent introduction of some games' equipment, the playgrounds are bleak and lack shaded areas for sunny days.
80. The provision of resources is satisfactory overall. Those for English, mathematics, art and music are good, though the latter are supplemented with instruments owned by the headteacher. The number of books in the library is limited. The resources for information communication technology are now adequate though there is a lack of computer control equipment for Key Stage 2 and more software is needed in Key Stage 1. The resources for science, design and technology and large and smaller reading books for special educational needs pupils are unsatisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

81. In order to improve the pupils' quality of education further, the governors, headteacher, senior managers and staff need to:
- (1) Improve standards in English, mathematics and science by the end of Year 2 and information and communication technology and design and technology through the school by:**
- ensuring teaching in Years 1 and 2 is consistently of a good enough quality in the Literacy Hour so that reading, writing and spelling tasks are always well matched to pupils' prior attainment in order that all groups may learn well enough to make the good progress needed to raise their attainment;
 - ensuring teaching in the Numeracy Hour in Years 1 and 2 builds systematically on pupils' previous learning by providing the right steps in skills and knowledge for all abilities so all pupils learn well;
 - ensuring teaching and learning throughout Years 1 and 2 builds the systematic steps in investigative science and knowledge;
 - ensuring the needs of all abilities, including higher attainers, are met in all classes;
 - providing subject training in science, ICT and design and technology where needed and ensuring enough time is spent teaching these subjects in each class and providing adequate resources for science, ICT (including computer control), and design and technology;
 - rigorously monitor the progress of all teaching and the progress of pupils in different classes to identify and quickly address any underachievement.
(Paragraphs 1-12, 21-40, 92-118, 124-128, 139-143)

(2) Improve the consistency of the quality of teaching, especially in Years 1 and 2 by:

- rapidly improving the quality of the teaching in the mixed Year 1 and 2 class by providing rigorous support;
- ensuring the pupils' learning is based on relevant practical work, and oracy and literacy tasks are always matched to pupils' needs in the wider curriculum;
- ensuring older pupils in mixed age classes through the school are provided with similar learning opportunities as their peers in single age classes;
- providing opportunities for teachers to learn from the exemplary practice that exists in this school and in other schools, especially in literacy, numeracy, investigative science and ICT;
- rigorously monitoring the quality of teaching and learning in Years 1 and 2, and taking prompt effective action to address weaknesses so pupils receive a good learning environment.

(Paragraphs 1,2,6,8,10,12,21-39,52,95,99,104,106,108,110,116,118,125)

(3) Improve opportunities for pupils with special educational needs and English as an additional language to learn consistently well so they reach higher standards in their work, particularly in Years 1 and 2, by:

- improving the early identification procedures for those at risk of not reaching at least Level 2 in literacy and numeracy and providing rigorous support from Reception through to Year 2;
- monitoring the progress of boys and girls and identifying early any at risk from underachievement especially in literacy and numeracy and providing effective support;
- identifying and planning for teaching the very small steps in reading, writing, phonics and spelling for pupils with special educational needs so they all make consistently good progress and providing curriculum guidelines to support teachers in their planning;
- ensuring there is continuity between withdrawal and class teaching and pupils have regular opportunities to learn to read and write at their own level. Ensuring pupils' learning programmes are systematic in the small steps that are needed and that teachers and assistants receive appropriate training;
- improving the management for pupils with special educational needs so that teachers are better supported in the writing of Individual Education Plans and the quality of teaching and learning is monitored regularly;
- ensuring pupils with English as an additional language are always well supported so they can make consistently good progress in learning English. Ensuring teachers and assistants are trained to help pupils learn and that they always provide enough opportunities for pupils to develop their English speaking skills through practical work in their subjects.

(Paragraphs 3,5,8-10,30,32-35,55,76-78,80, 93,94,104,106,113,157)

(4) Improve recruitment of governors by:

- ensuring the governing body quickly has its full complement of governors so it is effective in all its committees;
- clarifying the governors' roles in the school monitoring, evaluation and improvement process so all committees are fully effective in the leadership and management process;
- ensuring the governing body has a wide enough range of expertise in order to make it more effective in holding the school to account for the standards it achieves;

(1-12, 66-80)

(5) Ensure the unsatisfactory accommodation detailed in the report is rapidly improved.

(Paragraphs 78-79)

(6) Improve attendance which is well below average by:

- setting specific, measurable, achievable targets and deadlines for improvement in each class;
- recording reasons for absence in the registers;
- establishing a new sense of urgency about this issue amongst pupils, staff and parents;

- ensuring parents understand the importance of not taking their children out of school for holidays during term time.
(Paragraphs 13,20,61)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- 1) Improving the consistency of pupils' progress in investigative science in Key Stage 2.
- 2) Improving assessment procedures in the foundation subjects where needed.
- 3) Improving the range and quantity of books in the school library.
- 4) Identifying the very capable pupils, consistently providing for them and rigorously monitoring their progress.
(Paragraphs 7, 11, 31, 57, 58, 80, 118,123,128,132,148,151,154,159)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	75
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	15	28	26	1	2	0
Percentage	4	20	37	35	1	3	0

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

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)	17	275
Number of full-time pupils known to be eligible for free school meals	0	117

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with Statements of Special Educational Needs	1	2
Number of pupils on the school's special educational needs register	1	90

English as an additional language	No of pupils
Number of pupils with English as an additional language	107

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	42
Pupils who left the school other than at the usual time of leaving	39

Attendance

Authorised absence

	%
School data	7.8
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	year	Boys	Girls	Total
		2002	19	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	12	13
	Girls	16	16	16
	Total	31	28	29
Percentage of pupils at NC level 2 or above	School	78 (63)	70 (67)	73 (81)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	12
	Girls	17	17	13
	Total	32	32	25
Percentage of pupils at NC level 2 or above	School	80 (72)	80 (74)	63 (77)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	year	Boys	Girls	Total
		2002	21	22

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	11	15
	Girls	14	16	21
	Total	22	27	36
Percentage of pupils at NC level 4 or above	School	51 (70)	63 (77)	84 (86)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	9	15
	Girls	17	16	19
	Total	27	25	34
Percentage of pupils at NC level 4 or above	School	63 (73)	58 (80)	79 (83)
	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
65	0	0
2	0	0
24	0	0
28	0	0
44	0	0
0	0	0
0	0	0
18	1	0
10	0	0
0	0	0
0	0	0
0	0	0
0	0	0
32	0	0
4	0	0
16	0	0
1	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)	13
Number of pupils per qualified teacher	21
Average class size	27

Education support staff: YR– Y6

Total number of education support staff	7
Total aggregate hours worked per week	192.5

Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	17
Total number of education support staff	1
Total aggregate hours worked per week	27.5

Financial information

Financial year	2001/2
----------------	--------

	£
Total income	991,505
Total expenditure	951,209
Expenditure per pupil	2,917
Balance brought forward from previous year	10,143
Balance carried forward to next year	50,439

Number of pupils per FTE adult	9
--------------------------------	---

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	6

Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	308
Number of questionnaires returned	21

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	33	0	0	0
My child is making good progress in school.	43	52	0	5	0
Behaviour in the school is good.	38	52	5	5	0
My child gets the right amount of work to do at home.	14	71	5	5	5
The teaching is good.	33	52	10	0	5
I am kept well informed about how my child is getting on.	52	33	10	0	5
I would feel comfortable about approaching the school with questions or a problem.	62	29	5	0	5
The school expects my child to work hard and achieve his or her best.	57	33	0	5	5
The school works closely with parents.	29	66	0	0	5
The school is well led and managed.	33	52	10	0	5
The school is helping my child become mature and responsible.	52	29	14	0	5
The school provides an interesting range of activities outside lessons.	29	42	14	10	5

Other issues raised by parents

Parents were pleased with the recent improvements to the school, especially in opportunities for pupils to learn to read.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

82. The school has maintained the strengths found in the previous inspection in the Foundation Stage and has made further improvements in the quality of teaching, which is always at least satisfactory and good or very good in a high proportion of lessons, particularly in the Nursery. The overall good teaching in Nursery and Reception is having a positive impact on children's learning. Teachers' planning and assessment of children's work and overall provision and resources have also improved.
83. Many children begin Nursery with poorly developed skills in speaking and listening in English, which has an impact on their other learning. By the time they leave Reception and go into Year 1, the majority achieve well and attain the Early Learning Goals in mathematical development, knowledge and understanding of the world, creative development and physical development. Their personal, emotional and social development is good and, for many, is likely to exceed the goals. In communication, language and literacy children are below average, particularly in speaking. This good overall achievement is due to the good teaching throughout the Foundation Stage, with very good teaching often seen in the Nursery. In the Nursery, particularly careful planning ensures all areas of learning are well linked and all adults provide consistently very good support so that children learn through talk, practical work and develop their thinking.
84. Nursery children have either a morning or afternoon session in the Nursery before transferring to start their full time education in the Reception class at the beginning of the academic year in which they become five. Thirty-three children attend the Nursery on a part-time basis and there are 30 children full time in the Reception class, almost all of whom have attended the Nursery.

Personal, social and emotional development

85. Many children enter the Nursery with average social and emotional development but some are below this. By the time they leave Reception they often exceed the Early Learning Goals and are settled, co-operative and generally confident. This reflects the good teaching and learning in both the Nursery and Reception classes and the constant encouragement by all staff for children to succeed and feel secure. In both year groups children play and work together well and are settled and enthusiastic. They are able to focus well on their work and are co-operative with others. They show care and concern, for example, for the rabbit and guinea pig in the outside area, and are cheerful and happy in their work. Relationships between staff and children are very good and there is generally an atmosphere of calm and peace, particularly in the Nursery. The adults provide good role models for the children and treat them with courtesy, kindness and respect. They are encouraged to be independent by the organisation and arrangement of equipment and resources and the balance between adult-directed and child-selected activities.

Communication, language and literacy

86. Children in both the Nursery and Reception classes enjoy listening to stories and readily share books with others. Teaching and learning is often very good in the Nursery and good in Reception. Adults develop children's speaking skills well on every available opportunity. For example, when the children were working with the Nursery teacher on a mathematical game, children's mathematical vocabulary was constantly extended. Children are given good opportunities to speak and develop their emerging skills in English and are well supported in this by the staff and are given very good additional support by the specialist teacher for English as an additional language. By the time the children end the Reception year they are still below the Early Learning Goals in speaking, listening and comprehension but are close to them in writing and early phonic work. Some children make a good start in reading in the Reception class.

87. Elements of the National Literacy Strategy are used in the Reception class. For example, a small group of children worked with the specialist support for English as an additional language in a good activity related to the book 'A Cat in the Tree'. They were given very good opportunities to speak, recall the story and listen to others by the skilful teaching, which both encouraged the children's confidence and taught skills directly. Children are starting to write and are beginning to form letters appropriately, although some are unlikely to reach the Early Learning Goals in writing by the end of the year.

Mathematical development

88. This area of learning is well taught throughout with very good teaching and learning in the Nursery and good teaching in the Reception class. By the end of Reception most children are likely to reach the Early Learning Goals for mathematics. Children in Reception were often able to recognise and count numerals to ten and create sets of objects. For example, in a modification of the National Numeracy Strategy in a Reception class lesson, a group of children were making their own caterpillar number strips to nine. In the Nursery, some children were able to match objects to numerals up to five and were very well supported by the teacher and the Nursery nurse in a variety of number activities. The children in both classes are taught a good range of number games and rhymes which they know well and they use their emerging numeracy skills in a variety of activities, such as making chocolate crispy cakes in the Reception class and filling the bird feeder in the Nursery.

Knowledge and understanding of the world

89. The children come into the Nursery from a wide range of cultures and home language backgrounds and their knowledge and understanding of the world is very varied. Teaching and learning are very good in the Nursery and good in the Reception classes. The teachers plan a range of activities to extend children's knowledge about the place in which they live and what has happened to them since they were babies. The children are starting to understand this and to express what they know in a variety of different ways. For example, the children in Reception had drawn what they look like now with good attention to detail and their personal features. In other areas they had good understanding of the changes which occur when heating and cooling things such as water and the chocolate they were using to make crispy cakes. They were able to observe this during their cooking session. They observe the behaviour of the animals in the Nursery outside play area and are interested to comment on their feeding habits. Some children in both classes are able to use the computer independently and are allowed to practise their skills in using the mouse on their own, as well as being taught by the adults. This area is taught well in both Nursery and Reception and by the time they leave Reception most children are likely to be close to the Early Learning Goals and have made good progress.

Physical development

90. The imaginative development of the very attractive outdoor play area in the Nursery is a major factor in helping the children to make good progress in the development of their physical skills. They can run, jump, climb, cycle and balance using a good range of equipment and show awareness of the needs of others in the space around them. The children in Reception have fewer opportunities to use this outdoor space and have no outside play area of their own, which limits their opportunities for physical development. In the past they have been able to use the Nursery play area, but this is currently not timetabled for them. In a Reception dance and movement lesson in the hall, children showed that they could use space well and could balance, move with good body control and adapt their movements for different purposes. Teaching and learning in this area are good in the Nursery and satisfactory in Reception. By the time they leave Reception, the children are likely to reach the Early Learning Goals in physical development. In their fine physical skills all children show good development in cutting, gluing, holding paintbrushes and writing tools correctly and in their early drawing and painting skills.

Creative development

91. In this area of learning children generally meet the Early Learning Goals by the time they leave Reception. They are offered a wide range of opportunities for painting, modelling, dramatic play and role-play. They have already learnt a range of songs and action-rhymes, and are starting to sing together with enthusiasm and some tunefulness. Children are given opportunities to play simple instruments and they are encouraged to discuss what they are making. For example, some children in the Nursery focused for a long time on selecting, arranging and gluing different materials to make their own collages. The children are very interested in role-play and can choose from a wide range of dressing up clothes and play areas in which to develop their imagination. A strength is the way in which staff develop children's language and vocabulary through these activities and allow children to work independently. This area is well taught overall with teaching and learning being very good in the Nursery and satisfactory in Reception.

ENGLISH

92. Standards in English throughout the school have improved since the national tests last year, when they were well below average, but are still below expected levels by the end of Year 2 and Year 6. This represents good progress over time from the low levels in language and literacy in English when children enter school, due to the much higher than average number of children with English as an additional language. Pupils' achievement and progress are satisfactory in Years 1 and 2 and good, and sometimes very good, in Years 3 to 6. This relates to the quality of teaching in the different years, which is much better in Years 3 to 6 than in Years 1 and 2. The school has made good progress in improving standards since the previous inspection, when test results were well below average overall by Years 2 and 6.
93. In Year 2, national test results have been well below average for the last three years in both reading and writing. Compared with schools with similar intakes in 2002, however, reading results were average, although writing results were below average. The current inspection finds that standards have improved since last year in both reading and writing but are still likely to be below average by the end of Year 2. The trend in the national tests in Year 6 over the last three years varies and ranges between below and well below the national average. When compared with schools with similar intakes, however, pupils' results were average in 2001 but below average in 2002. There has been recent, very good improvement in the leadership of English and more rigorous teaching for pupils in Year 6, which has started to raise attainment. This is likely to ensure that the school at least reaches its targets for English in 2003. However, is likely that results will still be below the national average. There are well above average numbers of pupils with special educational needs throughout the school and in the current Year 6.
94. Boys have attained lower results than girls in recent years and the school has put in place good strategies and tracking to raise boys' attainment. No difference between boys' and girls' standards of work was seen during the inspection. There are above average numbers of pupils with special educational needs in the school and they are generally making satisfactory progress. The support for these pupils is satisfactory, but is good when they have direct support from an adult, when they make better progress. Pupils with English as an additional language make at least satisfactory progress but the support they are given varies. The support given by specialist staff is very good in quality, but limited in the amount of time allocated and needs to improve in its level and consistency to raise standards further.
95. The school has some mixed age classes; these include pupils in Year 2 and 6 working with younger pupils. The standards attained by these pupils are below that attained by the pupils in the single age classes, despite the teachers' best efforts and this pulls down the overall attainment in these years. There is currently little opportunity for these pupils to work with their peer groups and the provision for them is not of the same quality, due to the pressures on teachers to provide for a very wide range of attainment in the mixed age ranges.
96. Speaking standards are below average by the end of Years 2 and 6. A significant minority of pupils are not always confident when speaking English, in their fluency and in their knowledge of vocabulary. In Years 3 to 6 there are good opportunities for them to discuss, debate, speak for

- different audiences and develop their confidence. For example, a very good Year 3 history lesson gave pupils a chance to discuss life in Anglo Saxon times and play a game which required them to speak clearly to the rest of the class. These opportunities are not as well developed for younger pupils in Years 1 and 2. Pupils' listening skills are better than their speaking skills and they are responsive, understand instructions well and comprehend what is said.
97. Pupils throughout the school enjoy reading and are interested in books and literature. Standards in reading are improving and are well supported throughout the school, but are still likely to be below average in Years 2 and 6 by the end of the year. Some pupils will attain or exceed the national average in the higher levels of reading skills such as comprehension of subtle meaning and inference and in using their reading skills to research and collect information. A significant minority will not achieve this due to above average proportions of pupils with special educational needs and those who are not fully fluent in English.
98. Writing has been identified as an area for improvement throughout the school and there are good opportunities for pupils to write for a variety of reasons, such as reports, instructions, plays, poetry and extended imaginative writing. In an excellent Year 6 lesson, for example, pupils were using the witches' scene from Macbeth as a source of inspiration and produced very lively pieces of imaginative writing which they later performed for their class group. In Year 3/4 some very good poetry writing had taken place, describing some of the people who work in school. There are, however, some weaknesses in spelling, punctuation and use of grammar and pupils do not sufficiently self-correct their work to improve it. Handwriting is satisfactory, with some good examples seen in Years 3 and 6, but pupils do not use cursive script consistently. Marking of pupils' work is sometimes of high quality, for example in Years 3 and 6, but this is not consistent enough throughout the school to improve pupils' work. The school is working hard to improve standards in written work and this is starting to have a good impact, but there is little additional lesson time for teachers to develop writing outside the literacy lessons and the use of word processing in ICT is still limited and inconsistent.
99. Teaching in English is good overall although the lessons seen ranged from excellent to unsatisfactory. In Years 1 and 2 teaching is satisfactory and one lesson was good. However, in Years 1 and 2 there is not enough good or very good teaching to ensure that pupils make consistently the good progress needed to raise their attainment so that is closer to national average by the end of Year 2. Satisfactory lessons have weaker elements because teachers' expectations of pupils' work and behaviour are not consistently high throughout all parts of the lesson. In particular the reading and writing tasks for lower attainers and pupils with special educational needs are not always well matched to their needs.
100. In Years 3 to 6 teaching is good overall. Very good and excellent teaching was seen in Years 3 and 6. The best lessons show good levels of challenge, high expectations of pupils' work and behaviour and are well structured, lively and interesting. In a few other lessons expectations of the pupils were not sufficiently high to ensure that they all made consistently good progress. One lesson was unsatisfactory when work was not well matched to pupils' previous learning and pupils did not learn enough. When they receive good support, pupils with special educational needs and those at an early stage of learning English make good progress. However, the provision of additional support and a good match of work are inconsistent throughout the school.
101. The recently appointed co-ordinator for English and literacy has had a major impact on the school since the beginning of the school year. Good improvements have been made recently in teachers' planning, setting up good assessment and tracking systems to monitor pupils' progress, monitoring teaching and improving resources significantly. These also represent good improvement from the previous inspection. The co-ordinator also provides a model of excellence which is helping to improve English teaching throughout the school. She has a very good overview of the school's needs and is providing strong leadership.

MATHEMATICS

102. The results of the national tests for Year 2 pupils in 2002 were well below the national average and well below the average for similar schools. The inspection findings show that the present Year 2 cohort is well below the standard expected nationally. This is partly due to staffing difficulties last year when the class had five different teachers but more significantly the present variable standard of teaching in mathematics is also having an appreciable impact on standards. Since the previous inspection the school has made unsatisfactory progress in improving standards because standards in national curriculum tests have fallen.
103. The results of the national tests for pupils aged eleven in 2002 were well below the national average but average when compared to similar schools. Inspection evidence indicates that the very important changes made since September in the teaching of mathematics in the juniors is already having a significant effect in raising standards. Very challenging targets have been set and many pupils in Year 6 are expected to reach the national average by the end of the year with a significant number reaching above average standards. Inspection shows that, by the end of Year 6, standards are average and pupils' progress is good with very good progress in Year 6. This is raising standards. Since the previous inspection the school has made good progress improving standards in Key Stage 2 as standards in National Curriculum tests were then well below average.
104. By the end of Year 2 standards are well below average and pupils' overall progress is poor, including that of pupils with special educational needs and those with English as an additional language. Pupils' progress is unsatisfactory at the current time although examination of pupils' previous work indicates it has been poor until recently in two out of the three classes for pupils in Years 1 and 2. However, recent changes to teaching staff in one class have improved pupils' progress. Although most have a satisfactory understanding of addition and subtraction to ten a significant minority do not. Pupils have a limited awareness of higher numbers and there is very little attainment at higher levels. Pupils' learning does not progress systematically.
105. In a Year 1 lesson observed, which was taught well by the supply teacher who had only been in the school a few days before the inspection, pupils made good gains in their learning, counting reliably forwards and backwards to 30. The teacher was establishing good routines and providing work well suited to the pupils' prior attainment, setting challenging work for the more able and providing a good variety of mathematical games for the less confident. Although the overall attainment was below that expected, the pupils made good progress in the lesson, enjoyed the experience and gained in confidence in their awareness of higher numbers.
106. In a satisfactory Year 2 lesson the practical demonstration of sharing apples from a basket to introduce division was good and average and lower-attaining pupils learned well. However, several potentially higher-attaining pupils were quite capable of dealing with much higher numbers. In a poor lesson in a mixed Year 1/2 class the work converting analogue to digital time progressed poorly on pupils' previous learning. Pupils were expected to convert half past the hour or quarter past the hour into digital time. Many pupils in the class could not tell the time by the analogue clock, including the Year 2 pupils. Very few pupils had enough understanding of the number of minutes in an hour, half-hour or quarter-hour to perform the task. In this class pupils with special educational needs and those with English as an additional language are expected to read text which is too difficult for them. In Year 2 lessons, pupils do not always settle down satisfactorily to work as behaviour management is not always fully successful. Classroom assistants support pupils' work satisfactorily although occasionally they do too much for the pupils instead of encouraging the pupils to think for themselves. Support is not always provided where it is needed.
107. In Years 3 to 6 most pupils are now making good progress in their learning. This includes pupils with special educational needs and those with English as an additional language. Pupils handle mental arithmetic confidently at the beginning of lessons. They have a sound knowledge of two- and three-dimensional shapes. Appropriate attention is given to number. For example, the Year 5/6 class added very high numbers with confidence. Pupils gather data and present their results in graph form. They make use of these skills in science, geography and history lessons. An analysis of pupils' work shows, in addition to numeracy, pupils undertake an appropriate variety of

work on space, shape and measures and tackle a range of problems involving handling data and investigation and by Year 6 standards are average.

108. The overall quality of teaching and learning in Years 3 to 6 is good and poor in Years 1 and 2. This evidence is taken from examination of pupils' previous work as well as lesson observations. In Years 3 to 6, in the seven lessons observed, it was never less than satisfactory and in over half it was good. Teaching was very good in Year 3, where pupils' attainment is rapidly improving, and in Year 6 teaching is excellent. The Year 6 teacher has a very good rapport with her pupils. She constantly challenges them to improve their work and they understand that nothing but their best efforts will be accepted. Teachers often capture the attention of pupils by exciting introductions. For example, the Year 4 teacher introduced the idea of dividing a cake with sweets on it to help pupils understand the concept of division. There is now very effective lesson planning based on the National Numeracy Strategy, with very good management of pupils and their learning. Lessons proceed at a lively pace and teachers focus appropriately on improving basic skills in all areas of the subject. Pupils' progress is constantly checked and used to help teachers plan future lessons. The plenary sessions at the end of lessons are used very well in most classes to assess pupils' learning and often teachers give opportunities for pupils to explain to the whole class exactly what they have achieved in the lesson. In fact one pupil received spontaneous applause from the whole class for explaining her work so well.
109. Pupils now enjoy mathematics in Years 3 to 6. The new resources and scheme of work have made the subject much more interesting and pupils are responding very well to the new methods and the constant challenge in lessons. The management of the subject by the headteacher and one of the senior management team is very good. Raising standards of teaching and learning in the subject have been a very high priority since September. The monitoring of teaching and learning has taken place on a regular basis and teachers have received targets to help improve their performance. A great deal of development work has already taken place that is helping to raise standards of teaching and learning. Assessment is now well organised. Pupils' results are tracked and individual targets are set for pupils to aim for. Using this information the school has forecast the level of attainment expected for each pupil by the end of the school's academic year. Current action plans show that the two co-ordinators are accurately targeting what still needs to be done. Further training is needed for some teachers in the younger classes. ICT is not used regularly or widely enough. The school is now well placed to improve in this subject.

SCIENCE

110. By the end of Year 2 pupils attain well below average standards. Assessments made by teachers in 2002 showed that standards were very low compared with national averages and well below similar schools. Although standards in all attainment targets were weak, investigative science and physical processes were very poor. These assessments showed that less than two-thirds of pupils reached Level 2 and no pupils reached the higher Level 3. Standards achieved at the end of Reception classes, as well as pupils' assessments on entry to Reception, show pupils should be achieving far higher standards and a substantial proportion should reach Level 3. Inspection shows progress is poor in science at Key Stage 1 for all pupils. The school has made poor progress in improving science since the previous inspection, when standards were average. The decline in science is linked to the decline in teaching, which is poor overall. It is only the required standard in one of the three classes.
111. By Year 2 most pupils have very weak investigative skills and poor science knowledge. These result from pupils' current progress as well as progress over time. Pupils entered Year 2 with weak standards because of lack of progress last year. Examination of the work done this year, for the current Year 1 pupils as well as a lesson observation for the current Year 1 and 2 class, shows little evidence of science and too many colouring activities. Year 2 pupils, in one class, are making good progress from a previously low starting point. However, the poor progress of the Year 2 pupils in the mixed Year 1 and 2 class means that overall Year 2 standards are well below average in science knowledge and very poor in investigative science.

112. By the end of Year 6 pupils attain below average standards. These standards are similar to the standards pupils reached in their 2002 national tests when standards, compared with similar schools, were above average. Since the previous inspection, the school has made satisfactory progress in improving science as, then, pupils' progress was unsatisfactory. Pupils' progress is now satisfactory with good progress in Year 6. This is raising standards. However, the teaching of investigative science does not progress systematically through Year 3 to 6.
113. By the time the pupils leave the school the majority have achieved well. Pupils with special educational needs and those with English as an additional language achieve satisfactorily due largely to their lower communication skills. Higher-attaining pupils are now making satisfactory progress overall, although few pupils are reaching higher levels especially in investigative science indicating earlier underachievement.
114. By Year 6 pupils' knowledge of science is stronger than their investigative work where most pupils are working at a level lower than their age. This is the result of the lack of a steady build up of investigative science skills over time. When experimenting, to find out if changing the distance of an object from a light source made a difference to the size of a shadow, pupils planned satisfactorily how to make the test. However, pupils are not able to carry out tests fully independently with a proper understanding of a fair test. They do not select from a range of equipment. Pupils' ability to predict, conclude and explain is often limited by a lack of verbal fluency. Although most pupils have sound scientific knowledge there is little attainment at higher levels.
115. The development of pupils' oracy, subject vocabulary, literacy and numeracy skills in science is poor in Years 1 and 2, in two out of the three classes. Reading and writing tasks are often far too hard for lower-attaining pupils or those with limited English and pupils do not have enough opportunities to learn through discussion and practical work in small groups. The development of these skills is satisfactory in Key Stage 2, although this is better in some classes than others. Writing tasks are not always matched well enough to the needs of pupils with special educational needs. The use of ICT in science is unsatisfactory; computers are seldom used and there are many lost opportunities for using data handling software especially.
116. The quality of the teaching and learning is poor in Key Stage 1 and satisfactory overall in Key Stage 2. In Years 1 and 2 teaching quality ranges from poor to good and this is confirmed by examination of pupils' previous work. When teaching is good pupils are provided with many opportunities to learn through practical work in small groups as well as through instruction. Lessons systematically build from previous learning. When teaching is poor, in mixed age classes, all pupils regardless of age and ability are given the same work and there is a lack of scientific challenge. For example, in a poor lesson in Year 1 and 2 expectations were very low for Year 2 pupils when the whole class simply identified basic materials in their classroom, wood, metal, glass. The pace was very slow and pupils were given little opportunity to explore properties for themselves. The teaching style was limited to instruction and the main focus of the lesson was recording the findings of the class. Whilst this work was far too easy for older, higher-attaining pupils, the reading and writing tasks were far too hard for pupils with limited English and pupils with special educational needs. These pupils were expected to copy words they could not read.
117. In Years 3 to 6, where teaching is satisfactory and good overall in Year 6, there are far more opportunities for relevant practical work. However, there is not always a steady build up of science skills in each lesson. Occasionally, for example in Year 3, too much is expected of pupils given the poor standards they reached in Year 2; for example, they were expected to predict, plan and carry out the experiment in the same lesson. Groups are sometimes too large as pupils have previously had little opportunity to work in small teams and to make their own decisions. One Year 6 class is making very good progress through very good teaching. When Year 6 pupils were taught how to plan and conduct experiments on light, the teacher used a very good range of teaching styles including instruction, focused questioning and opportunities for the pupils to solve problems in groups. The lesson was very well matched to pupils' previous skills and knowledge because of the teacher's good use of assessment. In the mixed Year 5/6 class

opportunities for pupils to learn through their own practical work are not as frequent or as rigorous as in the single age Year 6 class.

118. The co-ordination of science is satisfactory overall. There are two new co-ordinators, one for Key Stage 1 and the other for Key Stage 2. The school has put a new planning system in place this term, which follows the QCA guidelines and provides a balanced programme for science knowledge. This is a large improvement as there were no whole-school schemes of work previously. However, there is not enough attention to the development of scientific investigative skills. These are not detailed on the curriculum map and are not systematically planned over each key stage. Plans for pupils of a similar age in different classes, that is those in a single age class and those in a mixed age class, do not always provide similar learning opportunities, for example in Years 5/6 and Year 6. This is preventing equal opportunities for learning. Teachers and the co-ordinators have had little subject training in science recently. However, those more recently trained or new to the school often have sound subject knowledge. The co-ordinators have worked hard to reorganise resources this term and have produced an audit of needs. Overall resources are unsatisfactory for enabling the teachers to teach through practical work. The school has begun to address the need for a programme to monitor teaching and learning but recognises that the co-ordinators need training for their roles. Assessment is not systematic enough for investigative science and for targeting higher-attaining pupils, including the very able.

ART AND DESIGN

119. The school has made good progress in improving art since the previous inspection. Standards in art and design are now above average by the end of Years 2 and 6 whereas they were previously average. Pupils are now achieving well. Recent whole-school training provided by the headteacher, who has specialist skills in this subject, and new resources, purchased since September, provide pupils with good opportunities to use high quality products. Skills are now being systematically taught and there is a good balance between encouraging pupils to be creative and developing their skills.
120. From an analysis of pupils' work on display and observation of lessons there is evidence that pupils are now making good progress and they are taught well through the school. This is because of the rapid progress made this term. Teachers have a secure subject knowledge and plan an appropriate curriculum that gives pupils a wide range of artistic experiences as well as a good range of skills and techniques. The Year 1/2 pupils used their imagination to draw skilfully a picture from a very small section of a photograph showing a policeman and a fireman. They were very keen to think what might have been happening in the picture and this made them interested in the lesson.
121. During the inspection, the Year 6 class were observed to make skilful prints on relief surfaces. They successfully represented a moving shape based on good understanding of the work of David Bomberg. At the end of the lesson the pupils evaluated their own work and made suggestions as to how it could be improved. Work in some junior classes skilfully combines figure drawing and painting and, by Year 6, silhouettes are of a high standard. Display is a particular strength of the school and pupils' work is displayed to a good effect. Pupils are given opportunities to evaluate very good paintings of other pupils and develop very good attitudes to celebrating each other's achievement.
122. There are good links with the nearby High School. A recent joint "Arts Day" produced some very good work. Many of the pictures were framed and displayed well, which indicates to parents and carers that this work is valued and celebrated. This event helped to raise the profile of art throughout the school. Many pupils said they had enjoyed the day very much and were keen to discuss the attractive designs which they had prepared ready for a local artist who is to visit the school and paint them on the school's boundary walls.

123. Since September the new co-ordinator for art has worked hard to reorganise completely the resources and provide training for teachers. Assessment is at an early stage of development and there is very little use of ICT within art. The subject is now well placed to improve further.

DESIGN AND TECHNOLOGY

124. During the inspection the teaching of design and technology was observed only in Years 2 and 6. Judgements are based on these observations, the analysis of pupils' work throughout the school, discussions with pupils and teachers and on the school's planning and records. The evidence shows that standards are below average by Year 2 and Year 6. Pupils make unsatisfactory progress, which is similar to that made at the time of the last inspection. The school has not addressed the key issue from the previous inspection. There are now plans for showing how pupils will design and make with a satisfactory range of materials, including textiles, food, construction materials although such planning has only just been put in place. There is little evidence of pupils' systematic work in design and technology last year. .
125. By the end of Year 2, pupils' ability to generate and represent ideas and their practical skills are below average. Pupils' ability to evaluate and improve their work as it develops is well below average. Year 2 pupils in the mixed class and those in the single age class do not have similar opportunities for learning. In one class pupils' attainment is close to the average because expectations are higher and teachers' subject skills are better. However, in the mixed Year 1/2 class, Year 2 pupils' work is at the same level as the Year 1 pupils. When designing and making glove puppets, pupils' designing and making skills are weak. When making, pupils select from a very narrow range of materials and do not cut and shape enough materials for themselves. Pupils are not developing their product knowledge or their ability to generate ideas for designs well enough.
126. By the end of Year 6, pupils' designing and making skills are below average. Pupils have limited understanding of different users' preferences. They recognise that their designs must meet a range of needs. For example, when designing a shelter for a tropical island they know the shelter must withstand winds and rain and protect people from the sun. They generate ideas well but their ability to communicate designs and produce step by step plans is weak. So too is their ability to evaluate and improve their work throughout the designing and making process, using their initial criteria. Pupils are not used to using this process independently. Pupils' practical skills are weak. For example, they cannot use simple tools such as small hacksaws correctly and safely by Year 6.
127. The quality of teaching and learning is unsatisfactory. However, that observed during the inspection was satisfactory in Year 2 and very good in Year 6. Teachers' subject knowledge is unsatisfactory overall. Although good long-term plans are in place few teachers have enough subject knowledge to be able to implement them successfully and the school realises that some teachers need subject training. The very good Year 6 lesson observed involved a problem solving activity which required fast thinking and joint decision making. This lesson was very successful in enabling the pupils to use the design, make and test process independently and to work together in small teams. The pupils made excellent progress in designing and decision making skills whilst progress in developing their practical skills, from a low base, was satisfactory. In Year 2 the teacher planned well and showed considerable skill when enabling the pupils to evaluate a range of puppets but because class management was not strong, pupils were rather fussy and did not always concentrate well.
128. A good new scheme of work has been put in place this term although there is no subject co-ordinator at present. The school is aware that the subject needs strong leadership and teachers need practical training. There are very few examples of longer projects where pupils have developed their practical skills or their designing skills in depth, in textiles, food technology or for construction materials. There are not enough planned links with art, especially for textile work. Subject co-ordination is unsatisfactory at present and assessment is not in place. Resources are unsatisfactory. There are not enough resources for construction materials or suitable tools. A

lack of construction kits for teaching moving parts is also a weakness. There is very little evidence of ICT being used to support pupils' learning.

GEOGRAPHY

129. By Year 6, pupils' attainment in geographical knowledge and skills matches national expectations. No judgement has been made for Year 2 pupils because of insufficient evidence. Standards are similar to those reached by pupils at the time of the previous inspection. The school has made satisfactory progress since then in maintaining standards.
130. By the end of Year 6 the majority of pupils understand what water is used for and how to reduce its consumption by avoiding wastage. They are aware of the problems created by lack of rain and know from their history lesson how Egyptians used to transport water from the Nile. Many can sort out the uses of water into three groups and place them into appropriate bands of home, farming and leisure. However, some are unable to calculate the amount of water used and to present information in tables correctly. Pupils in Year 3 have started to find out why land use varies from one place to another by looking at different types of house. Pupils in Year 4 demonstrate a developing understanding of their environment especially with reference to the recycling of rubbish.

131. The quality of teaching and learning is satisfactory overall and occasionally good. Appropriately identified learning objectives, carefully organised activities and effective use of resources reflect secure subject knowledge and high expectations of pupils. However, there is little evidence of tasks being matched consistently to full ability range. Pupils generally work well individually as well as in groups, contributing to discussions. There is an indication of some consolidation of the use of appropriate geographical vocabulary associated with topics such as 'Rivers'. Pupils with special educational needs and those at early stages of learning English as an additional language make satisfactory progress although their progress in recording and presenting their work is slower. There is little evidence of ICT being regularly used to support pupils' learning in geography.
132. The projected geography curriculum is broad. The school has recently adopted the Qualifications and Curriculum Authority scheme, and intends to use the assessment systems in these curriculum plans. Time allocation has improved since the last inspection. Resources are satisfactory. Opportunities are, however, limited for field trips, though there is evidence of some pupils studying their locality including a visit to the local river. The subject is satisfactorily managed. The role of the co-ordinator is, however, underdeveloped in monitoring and evaluation of teaching and learning although co-ordination has become much more effective this term.

HISTORY

133. It was possible to observe only two lessons in history but an analysis of previous work and discussions with pupils indicate that by the Years 2 and 6 pupils attain average standards. This is a similar result to that found at the time of the previous inspection. Most pupils are now making good progress in their lessons. Those with special educational needs or with English as an additional language are given tasks suited to their prior knowledge and they make satisfactory progress.
134. By Year 2 pupils prepare a display based on Remembrance Sunday and realise why we still remember those who gave their lives so that others might have freedom. Year 1 pupils closely observe houses and homes and understand some basic differences between old and new houses.
135. By Year 6 pupils research life in Britain since the 1950's making very good use of books and posters, the Internet and first-hand experiences of relatives and friends. They used this information successfully to prepare an assembly on the same theme, which they presented to the whole school. Every pupil was included in the production and all enjoyed taking part, bringing clothes from home to make their play more authentic. At the end of the assembly they received well-deserved applause for their efforts from the whole school and the large number of parents and friends who had come to support the class. Pupils in Year 5 successfully investigated life in Britain in Victorian times. They had focused on what it was like for Victorian children and written accounts of "My Day in the Coal Mine" and "I'm a Chimney Sweep".
136. In the junior phase pupils study a variety of historical topics based on the Romans, the Greeks, the Tudors, the Anglo-Saxons and life in Britain since the 1950's. Year 3 pupils were observed learning about the Anglo-Saxons. They had a good idea how long ago the Anglo-Saxons lived and the crime and punishments used, comparing them with what happens today. They learned what it was like then to be a soldier or a slave. The enthusiastic class teacher constantly encouraged speaking skills and this helped the pupils' development in literacy.
137. Teaching and learning are good. Teachers plan exciting activities for their pupils which stimulate their interest in the subject. In discussion with pupils it was obvious they had enjoyed and benefited from the visits made to places of historical interest. Teachers pay particular attention to display, which further stimulates the pupils' interest. For example, most classes display pupils' work on the historical era being taught and pupils are keen to discuss all there is to see.

138. The subject leader took responsibility for the subject just over a year ago. She has not yet had the opportunity to monitor teaching and learning in the classroom but since the beginning of this term collects teachers' plans and samples of pupils' work. Resources are satisfactory and have improved since September when the co-ordinator was made responsible for the management of the budget for history. Assessment is at a very early stage of development and ICT is not used systematically enough.

INFORMATION AND COMMUNICATION TECHNOLOGY

139. By Years 2 and 6 pupils' overall attainment is below average. Although pupils made satisfactory progress in the lessons observed, pupils' progress over time is unsatisfactory. Provision has been greatly improved since this term and there is now a new computer suite, but this has not yet had its full impact on the standards pupils reach. ICT skills are not systematically taught through the school and teachers are not all confident or trained to use the new suite. The use of ICT to support learning in other subjects is unsatisfactory.
140. By Year 2 pupils have limited skills for organising, classifying and storing information when using graphics, word processing or data handling software. Although the school has computer control equipment there is no evidence that pupils' skills are adequately developed.
141. By Year 6 pupils demonstrate developing skills in multimedia presentation although these are still below average. Pupils use 'Story Book Weaver' to produce a title page and the opening based on the story of Macbeth for Year 3 pupils to read. They combine text and images although only a minority of higher attainers change the size and shape of font for a particular effect. Pupils' keyboard skills are below average. Pupils with access to computers out-of-class show satisfactory competence in the use of the keyboard while others need adult support to manipulate images or to type words. Pupils in Year 4 have started editing text and images to begin to writing a newspaper article while those in Year 3 use 'Word' to improve text by amending, changing and highlighting items. There is no evidence of computer control technology for monitoring or controlling events. There is also little evidence of the use of data handling software.
142. The teaching and learning observed were satisfactory and had some good features. However because of the lack of use of classroom computers and the regular use of the ICT suite overall teaching and learning are unsatisfactory. Teachers' level of subject knowledge is very variable. Whilst some teachers have well-developed skills others need training. The use of effective questioning by teachers enables pupils to pay attention and keep on task, though their planning does not always incorporate tasks set at a variety of levels of difficulty. In less effective teaching, a great deal of time is spent on managing some pupils' behaviour. There is no significant difference in the way boys and girls develop their computer skills. The pupils learning English as an additional language and those having special educational needs make the same progress as their peers in developing their computer skills.
143. The projected ICT curriculum is broad and balanced. The school has mainly addressed the resource issues in the last inspection report. However, the new computer suite has some limitations in terms of its location and size and it is badly ventilated. The location and design of the suite was planned some time ago before the arrival of the headteacher and ICT co-ordinator. There is no suitable equipment for control and modelling and the school is also aware of this. Since the previous inspection the school has satisfactorily improved ICT resources, given the poor resources available. For example until this term, each classroom in Years 3 to 6 did not have a computer and there was no ICT suite. The school has made unsatisfactory progress in improving standards since the previous inspection. Effective procedures are in place for tracking coverage and assessing progress but monitoring of teaching and learning remains an area for development.

MUSIC

144. From evidence gained by observing three lessons, examining planning, attending assemblies, and discussions with pupils and teachers, it is apparent that the school is now offering a good curriculum in music. By the end of Year 2 pupils reach the expected standard of attainment and by the end of Year 6 pupils reach above average standards. This is a good improvement since the previous inspection.
145. By Year 2 pupils understand long and short notes. They choose a percussion instrument and find out what sort of note it makes. Pupils can work in pairs and help each other to compose a tune consisting of two short and two long notes. The majority take this task very seriously and co-operate well to produce their tune. In the lesson observed the teacher gave every pair an opportunity to perform for the rest of the class and generous applause boosted their self-esteem. Pupils listen well, for example to a tape of a flute with a full orchestra, and can perceive the sort of notes the instrument is making. In the lesson observed the teacher had support from two other staff. This helped to make the lesson interesting for the pupils, who appreciated the extra attention.
146. By Year 6 pupils have a good understanding of music from different places and times. They understand how musical elements and resources, especially instruments, can be used to communicate effect and they perform with confidence and control. Pupils sing tunelessly and enthusiastically in assemblies. They sing a variety of old and modern tunes, which add to the spirituality of the occasion and enhance the pupils' cultural development. The rapidly improving standard of music in the juniors is due to the enthusiasm and musical knowledge of the new headteacher who is a music specialist and is now co-ordinating the subject and teaching Years 5 and 6 on a regular basis. Resources for music are now excellent. A new music room has been created and new equipment bought to add to the considerable number of instruments the headteacher has provided herself.
147. The overall quality of teaching is good. It is satisfactory in Key Stage 1 and good in Key Stage 2. The excellent quality of specialist teaching for all older pupils is rapidly raising standards. Two lessons were observed in Years 5 and 6. One could see the air of excitement and anticipation on the faces of the pupils as they entered the music room. The Year 6 lesson began with a quick question and answer session based on previous lessons. Pupils then moved quickly to their instruments which included a full set of drums and additional keyboards, which helped to make a wonderful sound once the various section of "The Orchestra" joined in. The pupils sang the "The Diwali Song" well and played their instruments competently. The pupils successfully evaluated their performance and persisted in improving their skills until they produced an excellent sound. During the second part of the lesson the pupils learned next that the whole basis of modern music is "The Twelve Bar Blues". After a very good demonstration on the keyboard by the headteacher the pupils moved quickly back to their instruments and in ten minutes had rapidly learned new phrases due to total interest and concentration by every pupil.
148. Pupils are inspired to do well and all pupils, boys and girls, learn very well indeed. A key factor in the success of the teaching for older pupils is how different elements of music are successfully combined to provide high quality learning experiences. In discussion with an inspector, the pupils said the headteacher had revolutionised the teaching of music and now they couldn't wait for the lessons to begin. Since the appointment of the present headteacher it is obvious that music is playing an important part the life of the school and is set to improve even further in the very near future. Assessment is planned for development in the near future. Some good use of ICT was seen in music for older pupils.

PHYSICAL EDUCATION

149. Standards of attainment are average by the end of both Years 2 and 6. This is consistent with the findings of previous inspection and since then the school has made satisfactory progress. Pupils

make satisfactory progress in Key Stage 1 whilst pupils are now making good progress at Key Stage 2 although standards are only average by the age of eleven.

150. By Year 2 pupils have started jumping and rolling on mats using their hands and feet, though their balancing skills are not yet well developed. A minority of pupils are relatively more agile and capable of using their body with a fair amount of confidence. Younger pupils travel in different ways using their hands and feet with some changing direction whilst moving. However, their awareness of space is not appropriately developed and many cannot yet sequence their movement.
151. By Year 6 pupils demonstrate a sound control of their body, making different shapes at different levels and stretching their arms and legs. However, their transition from one movement into another is not yet sufficiently smooth. In games, some junior pupils in mid-year groups show appropriate throwing and catching skills using chest level and overhead ball passes over different distances. Others have developed a range of fairly well-established routines to stretch different muscles while practising a dance related to weather conditions such as storm and thunder. Many pupils exercise different parts of their body, gradually increasing speed and direction, as was observed in some fairly rigorous warm up sessions both indoors and outdoors. Although swimming was not directly observed, the school's evidence suggests standards are satisfactory and provision is sound.
152. The quality of teaching and learning were satisfactory in Years 1 and 2, and good in Years 3 to 6. Most lessons have clear objectives and teachers' careful instructions and effective questioning usually reflect secure subject knowledge. The way teachers demonstrate skills often enhances pupils' participation and learning. Most teachers remind pupils of safety issues. In Years 3 to 6 class management is usually good and lessons proceed at a good pace. Teachers carefully assess pupils' individual skills during each lesson and intervene to provide instruction that ensures pupils have the right level of challenge.
153. However, activities in Years 1 and 2 are not consistently well paced, and occasionally management of pupils leaves room for improvement. Although opportunities are usually available for observation of activities there is little evidence to suggest that pupils are gradually encouraged to evaluate each other's performance. Many pupils throughout the school work enthusiastically both individually and in groups and gradually develop good teamwork skills and an understanding of sportsmanship.
154. Curriculum planning reflects a broad physical education curriculum. This includes the national recommended scheme and guidelines. Time allocation to the subject reflects some improvement since the last inspection. Resources are satisfactory, though access to grassed area is limited. The school has been involved in some extra-curricular sport at the local college, and further activities are being planned for Year 5 pupils at Hillingdon Outdoor Activities Centre. The subject is satisfactorily managed and the post-holder is aware of the need to develop her role further in the monitoring of teaching and learning as well as assessment of pupils' attainment and progress. The other aspect needing immediate attention is the monitoring of the pupils who do not participate in physical education activities because they do not have their kit.

RELIGIOUS EDUCATION

155. By Years 2 and Year 6 pupils' attainment is in line with the expectations of the locally agreed syllabus. By Year 2 pupils demonstrate a growing awareness of religious festivals such as Diwali and Christmas knowing how and why these festivals are celebrated. Although younger pupils have started talking about belonging to clubs and teams, they have not yet developed the concept or importance of belonging to a faith group.
156. By Year 6 pupils have developed a sound knowledge and understanding of important principles and practices of Islam. They were observed finding out about the mosque and the importance of its layout to Muslim prayer. Most pupils show an understanding of Christian stories and how

Jesus influenced his disciples to follow him. However, a minority of pupils have limited knowledge of other major world faiths such as Judaism and Hinduism.

157. The teaching quality of teaching is satisfactory in Years 1 to 6 with occasional good teaching in Years 3 to 6. Teachers' plans usually reflect satisfactory subject knowledge. In good lessons effective questioning promotes purposeful discussion and lessons are generally well resourced. In a good lesson in Year 6 the good use of artefacts representing Islam facilitated some useful research by Year 6 pupils. There were also good opportunities for homework. Satisfactory lessons in Key Stage 1 included some weaker elements. These included: pictures of Rama and Sitka were rather small for whole class discussion; there were lost opportunities for pupils to handle artefacts. Through the school, there is not always enough focus on written work with well matched work for pupils whose limited literacy skills restricts their recording.
158. Nevertheless, pupils' learn satisfactorily and by Years 1 and 2 pupils learn to lead a whole class prayer. By Year 6 pupils learn to reflect on some teachings common to major world faiths and apply their understanding to their own lives. All of this is a clear indication of enthusiasm with which pupils approach their religious education activities. They contribute to discussion, showing respect for the opinion of others. They are well behaved and co-operative and all pupils make satisfactory progress. They make particularly sound progress in developing their awareness of religious, family and community celebrations.
159. The school has adapted the nationally recommended scheme to meet the requirements of the locally agreed syllabus. Planning incorporates half-termly and weekly planning. The provision is enriched by a programme of personal, health and social education and makes a good contribution to pupils' spiritual, moral, social and cultural education. Resources are satisfactory. The management of the subject is satisfactory overall. However, the role of the co-ordinator is underdeveloped in assessment and monitoring teaching and learning. Links with multi-faith communities and their various places of worship are also underdeveloped. There is very limited use of ICT within the subject.