

INSPECTION REPORT

WEST DRAYTON PRIMARY SCHOOL

West Drayton

Local education authority area: Hillingdon

Unique reference number: 102398

Headteacher: Mr A Ingham

Reporting inspector: Mrs H Callaghan
22254

Dates of inspection: 17th - 20th February, 2003

Inspection number: 246201

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to11 years
Gender of pupils:	Mixed
School address:	Kingston Lane West Drayton
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs P Morgan
Date of previous inspection:	2 nd February 2001 by HMI

INFORMATION ABOUT THE INSPECTION TEAM

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22254	Mrs H Callaghan	Registered inspector	Science Foundation Stage	How high are standards? How well are pupils taught? How well is the school led and managed? Learning Support Unit
9779	Ms S Smith	Lay inspector		Pupils' attitudes, behaviour and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
3855	Mr D Langton	Team inspector	English History	How good are the curricular and other opportunities offered to pupils?
15023	Mr A Haouas	Team inspector	Geography Art and design Music Educational inclusion, including race equality English as an additional language	
28170	Mr I Chearman	Team inspector	Mathematics Information and communication technology Special educational needs	
2756	Mr M Barron	Team inspector	Religious education Design and technology Physical education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

West Drayton Primary is a large school of its type with a total of 373 boys and girls on roll. There are 54 children in the nursery who attend for either a morning or an afternoon session. The school population reflects the cultural mix of the local community and pupils come from a wide range of ethnic groups. Almost a fifth of the pupils have English as an additional language; ten being in the early stages of learning English, which is a higher proportion than is found nationally. The most frequently spoken home languages are Panjabi, Sylheti, Urdu and Somali. Fourteen pupils are refugees, most of whom came originally from Somalia, and there are ten traveller children attending the school. There is a very high proportion of pupils who have entered the school at times other than in the nursery or reception. The proportion of pupils eligible for free school meals is much higher than is found nationally. Seventy-six pupils have been identified as having special educational needs, which is an above average proportion. Eighteen pupils are receiving support as part of School Action Plus and four have statements of special educational needs. Pupils have a range of special needs. Eight pupils have emotional and behavioural difficulties; whilst others have difficulties in speech and communication or specific and moderate learning difficulties. Ten pupils work with specialist staff in the Learning Support Unit, which opened in January 2003. Children enter the nursery with a range of attainment but there is a high proportion of children with well below average standards in their personal and social development and language and communication skills. The school was taken out of Special Measures in 2001, but continues to suffer difficulties in appointing and retaining teachers: a difficulty shared by many schools nationally.

HOW GOOD THE SCHOOL IS

This is a good school that continues to make great strides in its improvement because of the inspirational leadership of the headteacher. Leadership and management of the senior management team are very effective in moving the school forward and in raising standards. Teaching throughout the school is good. The headteacher's clear educational vision has created a school that strives to remove barriers from children's learning so pupils of all abilities, ethnic groups and cultures achieve well. Value for money provided by the school is good.

What the school does well

- The leadership and management of the school by the headteacher, deputy headteacher and other senior staff are strong and effective.
- Pupils make good progress in their learning in English, mathematics, science and information and communication technology (ICT). They make good progress in sports and games in Years 3 to 6.
- The quality of teaching is good. It stimulates pupils' good attitudes to work and their desire to do well. Staff manage pupils well and use effective strategies for promoting their good behaviour.
- The new Learning Support Unit is already having a huge impact on its pupils' attitudes to work and their achievement.
- The provision for pupils' spiritual, moral, social and cultural development is very good.
- The local community, partner schools and other agencies are used very well to enrich the curriculum and provide many new opportunities for pupils' learning.

What could be improved

- Standards in writing and science.
- A better balance in the curriculum so that more opportunities are provided for the teaching of history, geography, design and technology, art and design and music. The use of assessment in these subjects to ensure that pupils make good progress in developing their knowledge and skills.
- The procedures for monitoring and improving pupils' regular attendance at school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good improvement since it was last inspected in 2001 when it was removed from Special Measures. This is a continuation of the good progress seen by Her Majesty's Inspectors and is due to the excellent leadership and clear educational direction provided by the headteacher. The appointment of the deputy headteacher has further strengthened the leadership and management in the school. Teaching has improved and standards are rising. Improvement in some areas has been slowed by changes in the teaching staff. The time given to recruiting, inducting and supporting new staff is considered a priority for the school. Concerns about the imbalance in the curriculum have been partially addressed, but history, geography, art and design, design and technology and music still receive less teaching time than is recommended.

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

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

Standards have risen sharply over the last four years from a very low base. In the most recent National Curriculum tests, standards in Year 6 were below average in mathematics and well below average in English and science. Standards are not high enough, but represent pupils' good achievement. This is the result of good teaching, particularly in Year 6. The school did not meet its very ambitious targets for English last year, although they did for mathematics. However, when compared with schools that have a similar proportion of pupils eligible for free school meals, standards in mathematics are above average, standards in science are average but in English standards remain below average. Standards continue to rise and during the inspection standards in Year 6 were broadly in line with those expected in speaking and listening and in reading. Standards in mathematics are below those expected but close to the national average. Standards in science continue to improve, but are below average because of the smaller than average number of pupils attaining the higher standard of Level 5. Children's good progress in learning starts in the nursery and reception classes. Children enter the nursery with standards well below average and a large proportion of children have English as an additional language. Pupils of all ethnic groups make good progress especially in their communication skills and their personal and social development so they are ready to settle to learning by the time they enter reception. Good progress continues especially in reading and mathematics and, by Year 2, pupils are attaining standards that are broadly in line with those expected in reading and mathematics, but below average in writing and science. Standards in ICT have significantly improved and are in line with those expected. In the other subjects, standards are broadly in line with those expected. Pupils make insufficient progress overall in history, and in geography in Years 1 and 2.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy school and show good attitudes to their work. Most concentrate well and are often eager to show what they know and can do.
Behaviour, in and out of classrooms	Good overall. Most pupils behave very well in lessons and around the school. There is a small but significant proportion of pupils who have emotional and behavioural difficulties that affects their behaviour and concentration.
Personal development and relationships	Good. Relationships are good. Between pupils and staff, they are very good. Pupils are friendly, polite and courteous. They consider each other's feelings and are sensitive to others' needs. Pupils of different cultures get on well.
Attendance	Unsatisfactory. Attendance is well below the national average and has fallen this year.

TEACHING AND LEARNING

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

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

The quality of teaching is good overall but there are inconsistencies, especially in the Foundation Stage, and in Years 3 to 6 where some unsatisfactory teaching was seen. These inconsistencies are due to significant changes in staffing. This term there are three new teachers who have come from abroad. With good levels of support from other staff, they are adapting quickly to new ways of working. Comprehensive planning ensures a secure basis for lessons. Teachers and support staff in the nursery and reception classes work together very well. Children feel secure and make good progress especially in their personal and social skills. In the reception classes very good teaching, particularly in the older class, ensures children's learning in the early skills of reading, writing and mathematics progresses well. Teaching in Years 1 and 2 is consistently good. Teachers plan together well and provide stimulating lessons that engage pupils' interest and concentration. In Years 3 to 6 teachers manage pupils well. Effective strategies have been developed to support pupils with emotional and behavioural difficulties. Teaching is very good in both classes in Year 6 and this has had a significant impact on pupils' progress and achievement. The teaching of English, mathematics and information and communication technology through the school is good, consequently pupils' knowledge and skills are improving. Pupils' literacy and numeracy skills are satisfactorily promoted in other subjects, but writing skills are not sufficiently developed across the curriculum. Teaching in science has improved and there is now a good focus on promoting pupils' investigative skills.

The teaching in the Learning Support Unit is very good and is enabling pupils to be more secure in their own abilities so they tackle work positively. There is a strong supportive ethos through the school that enables pupils of all ethnic groups and capabilities to achieve well. The work of learning support staff through the school is having a very positive impact on pupils' learning, especially those with special educational needs and those having English as an additional language.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. The curriculum satisfactorily meets the requirements of the National Curriculum and the locally agreed syllabus for religious education but lacks balance. Some subjects are given insufficient time to ensure pupils achieve well. Links with the local community, visits to local areas of interest and visitors to school very successfully enhance pupils' learning. The curriculum meets the needs of pupils of all ethnic groups, capabilities and cultures well.
Provision for pupils with special educational needs	Good. Teachers and classroom assistants and learning mentors work closely with the special educational needs co-ordinator to meet pupils' needs so they make good progress. The new learning support unit is already having a positive impact on the achievement of pupils with a range of significant difficulties.
Provision for pupils with English as an additional language	Good. The quality of support for pupils with English as an additional language and those from different ethnic backgrounds is good. The contribution made by the specialist teacher to pupils' learning is a distinctive strength of the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Provision for spiritual, moral, social and cultural education is very good overall. Particular strengths are in pupils' moral, social and cultural development. It has high priority in the school and is promoted very well by the senior management team.
How well the school cares for its pupils	The pastoral care of all pupils is good and parents are very supportive of the work of the school. There are very effective strategies for promoting pupils' good behaviour. Assessment procedures in English, mathematics and science are used well to monitor pupils' standards and evaluate pupils' learning. There are insufficient strategies to assess the learning of pupils in the other subjects. Procedures for monitoring and promoting pupils' attendance need to be improved.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides excellent leadership and a clear educational direction for the school. He is very well supported by the experienced and capable deputy headteacher, and by the other members of the senior management team. Together they manage the school very well.
How well the governors fulfil their responsibilities	Well. The school benefits from the very capable and supportive governing body that is well led. The governing body works in strong partnership with the headteacher and staff striving for further improvement.
The school's evaluation of its performance	Good. There are strong and comprehensive procedures by which the senior management team monitor and evaluate the work of the school. Information from assessment and from monitoring is used well to develop strategies for improvement and in raising standards. Governors are effectively involved in monitoring the work of the school, consequently they also have a good awareness of the school's strengths and weaknesses.
The strategic use of resources	Good financial management has enabled the school to balance its budget and it now uses its financial resources well to support the learning of all groups of pupils. The governors have a secure understanding of the principles of best value and are implementing them

effectively.

The accommodation has been significantly improved and now provides a stimulating environment for all pupils' learning. There a good number of teachers and support staff, but recruitment and retention of teachers is a significant difficulty. Resources are good, overall, but in design and technology they are unsatisfactory and this impedes pupils' learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Parents are very supportive of the school.• The leadership and management provided by the headteacher are very good.• Children like school and their behaviour is good.• Teaching is good and children make good progress.• Pupils are expected to work hard. They are learning to be more responsible.• Staff are very approachable and parents feel able to talk to them about suggestions and concerns.	<ul style="list-style-type: none">• Some parents feel there are insufficient extra-curricular activities provided.• Some parents do not feel that they receive sufficient information about how their children are progressing.

The inspection team agrees with all the positive comments raised by parents. The extra-curricular activities offered by the school are good. There is a good range of activities. Most are available for pupils in Years 3 to 6. A few are by invitation as there is not enough room for all pupils. Inspectors feel that the school works well with parents and provides them with good levels of information about their children's progress and the work of the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards through the school have risen significantly in the last three years due to the excellent leadership provided by the headteacher. He provides clear educational direction for the school and has had a marked impact on the improvement of teaching. Improvement has occurred despite problems with the retention of good quality teaching staff, the very high proportion of pupils who enter the school at times other than in the nursery or reception, and a significant number of pupils with emotional, social and behavioural difficulties. Standards are high enough to be in line with those of similar schools in science and better than this in mathematics. From the well below average attainment on entry to school, pupils of all abilities achieve well.
2. When children enter the nursery they have a range of attainment, but a high proportion are well below average in their communication and personal and social skills. There is also a significant number of children who are in the early stages of speaking English as an additional language. Children settle well into the nursery and make good progress in these areas of their development so that their personal and social skills are broadly in line with that expected. This prepares them well for learning by the time they enter the reception classes. Assessments when the children first start in reception show that a significant proportion are still well below average attainment especially in language, mathematics and knowledge and understanding of the world. Few children have higher than average attainment. Children continue to make good progress in the reception classes, especially in the eldest class due to the very good provision of a wide range of stimulating activities. The good teaching in the Foundation Stage cannot fully compensate for the well below average attainment and so by the time children enter Year 1 only a small number will be attaining the expected standards in the early learning goals in communication, language and literacy, mathematics and knowledge and understanding of the world. Most children will be attaining the expected standards in their personal and social development, which is a significant achievement. Most will also be attaining the expected standards in their creative and physical development.
3. In the most recent National Curriculum tests pupils in Year 2 attained standards overall that were well below average in reading and writing and below average in mathematics. A much smaller proportion of pupils than is found nationally are attaining the higher than expected standard of Level 3, but there has been a big improvement in the number of pupils attaining the expected standard in both reading and mathematics. When pupils' attainment is compared with those of schools with a similar proportion of free school meals (similar schools), standards are high enough to be above average in reading and mathematics and average in writing. There were no significant differences in the performance of boys and girls. In science, teachers' assessment judged the pupils to be below the national average and inspection evidence supports this. Pupils' attainment in Year 2 continues to rise. During the inspection standards were broadly in line with those expected in speaking and listening, reading and mathematics. Standards in writing and science remain below because of the lack of pupils attaining the higher levels. The quality of teaching throughout Years 1 and 2 is good and this consistency is having a positive impact on pupils' learning and achievement. Standards in the other subjects are broadly in line with those expected in Year 2, except for history and geography which are below those expected. Curricular time is used predominantly for promoting pupils' literacy and numeracy skills, which are being satisfactorily used to support pupils' learning across the curriculum.

4. In the most recent National Curriculum tests pupils in Year 6 attained well below average standards in English and science and below average standards in mathematics. These standards do not reflect that most pupils' attainment has risen significantly in the last three years from a very low base evident in past National Curriculum tests. Pupils in Year 6 have made very good achievement since they were in Year 2. They have made above the national average achievement in English and science, and well above average achievement in mathematics. When compared with similar schools, standards are below average in English; this is because of the high proportion of pupils with English as an additional language. Standards are average in science compared with similar schools and above average in mathematics. Mathematics has been a focus of improvement in the last two years and standards show the impact of better teaching. There has been an effective strategy in Year 6 for raising the attainment of pupils in mathematics who are capable of above average standards. The school did not meet its very ambitious targets in English last year, but are more likely to do so in both English and mathematics this year. In the last three years boys have been performing much better than the girls in English, mathematics and science. This is against the national trends and shows the effectiveness of teaching especially in Year 6 where the attainment of boys is improving. During the inspection there were no apparent differences in the attitudes or progress of the boys and girls. Teaching is very good in both classes. Boys and girls respond very well to the style of teaching and boys in particular respond well to the male role models presented by one of the teachers and the headteacher.
5. Pupils' attainment in Year 6 continues to rise and during the inspection standards were average in speaking and listening and in reading. Standards in writing, mathematics and science are below average. There is still a larger than usual number of pupils not yet attaining the expected standards. This is because many of the strategies for raising standards through the school have not yet had full effect. It is also due to the high mobility of many of the pupils who have joined the school between Years 3 and 6. Inconsistencies in the quality of teaching, created by the changing work force, slow the progress made by some pupils in Years 3, 4 and 5 to satisfactory. Pupils' behaviour and attitudes to work have significantly improved since the previous inspections, but there are still a number of pupils who find settling to work, concentration and perseverance difficult because of their personal and emotional problems. Strategies to counter these difficulties are being well managed so that they do not hinder the overall progress pupils make in their learning.
6. Standards in information and communication technology have risen significantly in the last three years. This is because of the much improved provision for the subject. Very good resources and equipment, skilled teaching and strong leadership from the co-ordinator have enabled pupils to achieve well so they now attain standards that are in line with those expected in Years 2 and 6. The progress made by pupils in Years 3 to 6 has been very good. Standards in the other subjects in Year 6 are broadly in line with those expected, except in physical education where standards are above average in games because of the high profile for these activities and the often good teaching pupils receive. There is insufficient evidence of standards in history in Year 6 to make a judgement, as pupils have not as yet had opportunities for studying the subject this year. Progress in pupils' learning in history through Years 3 to 6 is, however, unsatisfactory. There is an imbalance within the timetable and teachers do not have enough opportunity to promote pupils' learning as well as it should be. Progress in geography, art and design and music is satisfactory, but pupils' achievement is restricted because of the limited time provided for good quality learning in these subjects in Years 3 to 6. The poor range of quality resources for teaching the subject similarly impedes pupils' progress in design and technology. Pupils use their literacy and numeracy skills satisfactorily in other subjects,

but there are not enough opportunities for pupils to use their writing skills to express their ideas and record what they know especially in history, religious education and geography. This reduces the progress they make in developing their writing skills.

7. The majority of pupils with English as an additional language, those from different ethnic minorities and travellers achieve well against their prior attainment and they are on a par with their peers. This is due to the high quality support these pupils receive and the effective monitoring of their progress. Very good leadership by the senior managers ensures that the needs of all pupils are recognised and an inclusive ethos underpins its overall provision. Occasionally the needs of higher attaining pupils are not consistently met in some classes and in some subjects. This is recognised by the school and teachers' greater awareness of the needs of these pupils and their skills in providing appropriate challenge is being promoted. Pupils with special educational needs also make good progress against the targets set for them in their individual education plans (IEPs) and in the completed work designed by teachers to meet their learning needs. This is the result of the good support and provision they receive. They make better than average progress in developing the basic skills.

Pupils' attitudes, values and personal development

8. Inspection evidence confirms the views of most parents that their children like coming to school. Their attitudes to learning have improved steadily since the time of the last inspection and are now good overall. Since then the very positive start made in raising pupils' self-esteem has been consolidated and built on very well. Children in both the nursery and the reception classes are developing confidence in their own abilities and feel secure in their activities. They settle happily into class routines and respond confidently to the adults and other children around them. Most pupils through the school respond very positively to the high value placed on their work. This motivates them to apply themselves with enthusiasm, try hard and value success, whether this is their own or that of their peers.
9. Most pupils are interested in their work and keen to do well. Although there are a few who have difficulty in settling to work, almost all show involvement in their lessons and good motivation. They like their teachers and usually want to please. This is a catalyst for their positive response to learning. Pupils focus particularly well on their work when it provides them with challenge. Most enjoy the good opportunities they have to work independently. They work well in pairs and small groups and respond well, usually persevering with the task in hand until it is finished. Despite this, they are not yet always pro-active in taking responsibility for their own learning. For example, pupils do not always follow their teachers' comments, made when marking their work, which suggests what needs to be improved.
10. Pupils' behaviour has continued to improve since the time of the last inspection and good standards are achieved overall. Teachers have high expectations of pupils' good behaviour and parents feel that pupils respond well. Around the school pupils are polite and courteous. Most show high levels of respect and consideration for others. In the playground they usually socialise and interact well, although occasionally a few, usually older boys, show immaturity in their dealings with others. In lessons, the behaviour of the large majority of pupils is good. It is rare for the behaviour of individual pupils to slow learning for others, although there are a few whose behaviour is immature and demanding. There has been a significant fall in the number of occasions when pupils have needed to be referred to the headteacher because of their behaviour. During the last school year there were 19 fixed-term exclusions and one that was permanent. This is much higher than is found nationally but improving. The proportion of white British

boys included in this figure is greater than their proportion of the school roll as a whole. Pupils respond well to the school's successful encouragement of an anti-bullying and anti-racist ethos. Although some incidents still occur, they are usually verbal and the large majority of pupils disapprove strongly and are supportive of each other. They are alert to the need to tell their teachers and have the confidence to do so.

11. Relationships throughout the school are good. The high level of respect between adults and pupils results in good co-operation, both in learning and in the expectation that pupils will show care and concern for others. Pupils usually support each other well and experience genuine pleasure when one of their peers has a success. In lessons, the positive relationships result in pupils feeling able to share their views and opinions freely. They usually listen attentively to what others have to say and are learning, progressively, not to interrupt. This valuing of other people, across the diversity of cultures and backgrounds represented in the school community, results in increasing levels of confidence about answering questions, even if pupils are unsure about whether they are right. Pupils with English as an additional language, travellers and those from ethnic minority backgrounds are keen to participate fully in activities and are well integrated. The large majority of pupils are very proud of their school community; they appreciate and show pride in the improvements that have been made to their environment. There is no graffiti and little litter. The many examples of work, photographs, poems and artefacts around the school are treated with respect and care.
12. Most pupils carry out various tasks as classroom monitors with pride. They particularly value the opportunity they have through the school council to make their views and opinions known. The 'bring and buy' sale organised by its members shows how they have developed responsibility and initiative well. Funds raised were used to buy play equipment for 'Golden Time' reward sessions and wet lunches. In Year 6, pupils use opportunities for formal debate well. They enjoy the 'cut and thrust' of discussions and show they are able to develop mature and well-framed arguments, both for and against motions set.
13. Although pupils enjoy school, levels of attendance are well below the average for similar schools at 92 per cent for the last school year. Unauthorised absence is above average at 0.9 per cent. Although initially rising since the last inspection, levels of attendance have more recently fallen back. This is at a time when there has been a temporary reduction in the administrative time available to follow up absences. The most significant reasons for absence relate to the personal circumstances of some families, the problems associated with temporary housing where families move without taking their children off the school roll. There is some parental condoned absence. The large majority of pupils arrive in time for the start of the school day, which gets off to a prompt start. Afternoon sessions, however, are less punctual in starting and this results in the loss of valuable teaching time. The unacceptable levels of absence impede pupils' learning and overall standards in the school.

HOW WELL ARE PUPILS TAUGHT?

14. The quality of teaching through the school is good and this promotes pupils' good learning and positive attitudes to their work. The recruitment and retention of good quality teaching staff, however, remains a significant management problem as it takes up considerable time and is the main difficulty when promoting consistent standards.
15. Teaching in the Foundation Stage (nursery and reception classes) is good overall especially in the development of children's personal and social skills. This prepares

children for learning so they settle to work and develop effective relationships with the other children and adults around them. In the nursery and in the youngest reception class teaching is mostly satisfactory and often good. In the other reception class teaching is good and often it is very good especially in the quality and range of the learning opportunities provided. There has been a significant change in the teaching staff this year with the appointment of two teachers, one in the nursery and the other in the youngest reception class. Both new teachers previously worked abroad and are new to the Foundation Stage curriculum used in England. They are working hard and effectively to adapt their practice and are well supported by the Early Years co-ordinator who teaches the oldest reception class. The teacher in the nursery is also well supported by the well-established planning of the curriculum for these very young children and by the three very experienced nursery nurses. In the reception classes very good provision ensures children's learning in the early skills of reading, writing and mathematics progresses well. A particular strength in all classes in the Foundation Stage is the very positive relationships and the strong focus on enabling children to succeed. Good links are made with other areas of learning so consolidating children's ideas and promoting new learning. For example, whilst learning about materials, children in reception classes also used different materials creatively to make 'plate-faces', and to write their own simple reference books about metal, wood and plastic.

16. Teaching in Years 1 and 2 is consistently good. Teachers plan together well and provide stimulating lessons that engage pupils' interest and concentration. In Years 3 to 6 teaching is good overall, but there are inconsistencies. In the lessons observed in Years 3 to 6, teaching ranged from unsatisfactory to excellent. These inconsistencies are often due to the recent changes in staffing. New teachers are supported well by other members of staff, and they usually adapt quickly to new ways of working. Comprehensive planning ensures a secure basis for lessons and generally teachers manage pupils well. Strengths of the teaching are the very effective use of whole-class sessions in which pupils' knowledge is enhanced by the teachers' skilled questioning. In the best lessons pupils of all capabilities, gender and ethnic groups are fully involved so their knowledge and understanding progresses well. This was seen as being well developed in many English and mathematics lessons through the school. Teachers' good subject knowledge ensures that pupils' questions are answered effectively. It enables teachers to use positive demonstrations and clear explanations to support pupils' good learning. This was seen well illustrated in several lessons in the computer suite.
17. Where there are weaknesses in the teaching it is due to lack of challenge in the activities provided or the tasks planned do not ensure that pupils make sufficient progress towards the identified areas of learning. There are inconsistencies between classes in the same year group in terms of teachers' expectations in what skills pupils are to develop, for example whether pupils' data in science is to be recorded on a table or on a table and a graph, and when computer generated graphs could be beneficially introduced. There is an imbalance within the timetable and teachers do not have enough opportunity to promote pupils' learning as well as it should, particularly in history, geography, art and design and music. In history in particular insufficient time is given to teaching to ensure that pupils' knowledge and skills are effectively developed. The poor range of quality resources for teaching the subject similarly impedes pupils' progress in design and technology. The resources available are, however, used effectively to promote pupils' learning.
18. Teaching is very good in both classes in Year 6 and this has had a significant impact on pupils' progress and achievement. Teachers have high expectations for the pupils' good progress and provide stimulating activities that interest them. The pace of lessons is

brisk and a lot is achieved by all the class. The school has recognised the need to identify those pupils capable of higher attainment and to provide activities that extend their learning. This is well established in Year 6 but less so in other year groups and rarely in subjects other than English and mathematics. The school has been very successful in raising the achievement of lower attaining pupils. The senior management team are currently focusing on developing teachers' awareness and skills in further raising the standards of higher attaining pupils so they make better progress.

19. The teaching of English, mathematics, science and ICT through the school is good, consequently pupils' knowledge and skills are improving. However, not all teachers have the knowledge to enable pupils of all capabilities to make sufficient progress in writing. Pupils' literacy and numeracy skills are satisfactorily promoted across the curriculum but opportunities are missed to further develop pupils' writing skills in other subjects, such as history, geography and religious education. Teaching in science has improved and there is now a good focus on improving pupils' investigative skills through the school, but it needs to be further consolidated so that pupils more readily use what they already know to solve problems. The provision for information and communication technology is very good. There are now more resources and equipment that is used well to promote pupils' knowledge and skills. Most teachers have secure knowledge and with the support of more confident colleagues they are providing a good standard of teaching.
20. There is a strong inclusive ethos through the school that enables pupils of all ethnic groups and gender to achieve well. The work of learning support staff through the school is having a very positive impact on pupils' learning, especially those with special educational needs and those having English as an additional language. Throughout the school effective strategies have been developed to support pupils that have emotional and behavioural difficulties. Whole-school procedures for behaviour management and the very effective support given by learning mentors and other support staff enable pupils to settle to work and be prepared to try hard.
21. The quality of teaching of pupils with special educational needs is good. Pupils have very well constructed individual education plans and work is carefully set by the teachers to promote the identified skills and this helps them to achieve the learning targets set out for them. Teachers and learning support assistants regularly consult with the special educational needs co-ordinator (SENCO) and with each other to organise and evaluate pupils' learning. Assessment is used effectively to determine pupils' success levels against targets set for them and to inform teaching strategies.
22. The quality of teaching and support for pupils with English as an additional language and for those from different ethnic backgrounds is good. In all classes, information on these pupils is effectively summarised in an inclusion folder and updated each half term with a named member of staff responsible for monitoring pupils' progress. Where support is particularly effective, pupils are targeted by teaching assistants and given intensive help during group work or paired with partners to provide good peer interaction. Pupils in the early stages of learning English receive effective support from the specialist teacher. In one instance of one-to-one support for a recently admitted Kurdish pupil, the support was closely linked to, and focused on, consolidating work introduced by the class teacher in literacy. The pupil responded well because the teacher carefully drew on her personal experience of reading to her brother at home and used good visual materials to support her verbal response. The contribution made by the specialist teacher for pupils with English as an additional language is a distinctive strength of the school, not only through her own teaching but also in the quality of support and training she gives to class teachers so they are guided in their teaching of pupils with English as an additional language.

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

23. The school provides a broad curriculum, which covers all subjects and is relevant to the needs of the pupils. It fulfils the statutory requirements of the National Curriculum and the locally agreed syllabus for religious education. The curriculum has improved overall since the previous inspection, especially in the provision for ICT and design and technology. The quality and range of learning opportunities for pupils through the school is good overall, and has been enhanced recently by special weeks focusing on art, science, reading, music and handwriting. Teachers' planning has improved since the previous inspection and this has promoted consistency of the curriculum across the year groups.
24. A weakness identified by the previous inspection, that insufficient time was allowed for the foundation subjects, has still not been resolved, and the balance between subjects remains unsatisfactory. The time allowance for art and design, design and technology, geography and especially history is significantly lower than that recommended and this is affecting standards in these subjects. The lack of sufficient time means that these subjects lack depth of study, and pupils' development of skills and level of knowledge is restricted due to the lack of progression and continuity. The school has rightly given an above average time allowance to improving levels of literacy, but there is still work to be done before the curriculum is balanced satisfactorily.
25. The curriculum for the children in the Foundation Stage is well thought out and effectively promotes children's development across the recommended six areas of learning (communication, language and literacy, mathematics, knowledge and understanding of the world, physical development, creative development and personal, emotional and social development). Comprehensive planning that has been developed by the Early Years co-ordinator and the previous nursery teacher ensures that children have good opportunities to develop their skills through a wide range of stimulating activities. The structure of lessons, particularly in the oldest reception class, is well developed and gives a very good balance of focused tasks, where the teacher and nursery nurse effectively promote children's knowledge and skills, with opportunities for children to learn through self-motivated structured play. All reception children take part in literacy and numeracy activities and this helps them be prepared for learning in more formal situations in Year 1.
26. Provision for pupils' personal, social, health and citizenship education is a strength across the school. There is a coherent programme to develop pupils' knowledge and understanding and to encourage respect and consideration for others delivered effectively through 'circle time' discussions. Appropriate visits from the local police deal with matters relating to safety and drugs awareness. Pupils' awareness of citizenship is being well promoted. A school council with representatives from each class in Years 2 to 6 discusses issues arising within the school and organises the raising of funds for appropriate causes, as well as making suggestions such as for a friendship bench in the playground. Pupils are well prepared for the opportunities, responsibilities and experiences of later life.
27. Pupils' literacy and numeracy skills are promoted through other curriculum subjects but insufficient use is made of planned opportunities to improve pupils' writing through other subjects. Teachers show good awareness of developing pupils' speaking and listening skills, taking opportunities to promote these on a daily basis, and this has helped to raise

standards. Similarly, although pupils' numeracy skills are used satisfactorily in science and design and technology, they are not always consistently planned across the year group. The use of ICT to support pupils' learning in other subjects has greatly improved and is now satisfactory overall and good in some year groups.

28. The school's provision for extra-curricular activities and clubs is good overall. It is very good for pupils in Years 3 to 6, but there is very little provision for younger pupils. During the inspection week pupils took part in 14 different clubs, some by invitation, but most through free choice. The clubs offered ranged from choir, dodge-ball, craft, poetry, cookery, football and netball. Visits to local places of interest and visitors to school are arranged to further the pupils' learning. The Shakespeare Theatre Group, poets, authors, and a speaker from the Ceramics Heritage are just a few. Planned visits to support history and geography are at a more developmental stage. An annual residential visit to Wales for Year 6 pupils provides further opportunities for physical activities, such as abseiling and rock climbing, and also strengthens personal relationships and social skills through teamwork.
29. The school ensures that all pupils have equality of access and opportunity to the curriculum irrespective of their ability, gender or background. Boys and girls participate on an equal footing in most activities on offer. Pupils with English as an additional language, travellers and those from a different ethnic background are fully involved in all activities and, in the majority of cases, effectively targeted by class teachers to support their learning. The school has a positive inclusive ethos and this is amply reflected in its attempt to draw on and affirm pupils' cultural identities. The traveller specialist teacher makes a positive contribution and works very closely with the school. The Learning Support Unit plays a critical role in providing access to learning for a significant number of pupils who need support and mentors are effectively deployed to target individuals.
30. The curriculum for pupils with special educational needs is good. The school's organisation and practice in meeting the needs of these pupils is good and they receive a broad and balanced curriculum. They are fully included in all areas of pupils' experiences and have full access to what is offered by the school. All pupils in Year 6 benefit from being taught mathematics in smaller groups. Additional support in literacy is provided for lower attaining pupils, as well as those with special educational needs, in Years 1, 3, 4, and 5. The dedicated provision for gifted and talented pupils is developing. A register identifies those pupils in Years 5 and 6 and additional experiences to enrich the curriculum for them are being introduced. Pupils from other primary schools come to attend cluster groups for the gifted and talented in science and mathematics.
31. The school has improved its links with the local community. These are now very good and contribute positively to pupils' learning. Twelve adults from the national air traffic centre, and local elderly 'Time Travellers', help with reading. Local businesses, firms and shops help with printing and games, sponsor football kit, and have contributed financially to the new learning support unit. The school is used as a venue for family literacy groups, run by the adult education centre, a family learning course, an after-school club, and it is about to embark on the Healthy Hillingdon PSHE Project. The school has very good links with other schools. The headteacher has initiated links with a local Beacon School in the development of ICT provision. Through his leadership the school is also a member of the Hillingdon Excellence cluster of local schools, and is part of the West Drayton schools' initiative, both with the aim of schools working together to promote and support curricular initiatives. There are good relationships with senior schools, with a secondary school music teacher visiting to teach Year 6 pupils and secondary school pupils visiting to help with games and physical education.

32. Provision for spiritual, moral, social and cultural education is very good overall. Particular strengths are in pupils' moral, social and cultural development. Although there is no policy to guide the work of the school in this area, it has high priority and is promoted very well by the senior management team. The provision for pupils' spiritual development is good. The raising of self-esteem is a high priority to support spirituality and underpins the thinking behind the work of the school. The school meets the requirement for a daily communal act of worship that reflects Christian values. Assemblies are planned well to ensure that the beliefs of all are valued and understood. The programme of assemblies takes as a priority the acknowledgement of individual qualities and the development of an appreciation of fundamental values, such as friendship. Good use is made of opportunities for pupils to reflect and share their thoughts with each other on the fundamental issues in life.
33. Provision for moral development is very good. There are very clear expectations for behaviour and pupils are made very aware of the difference between right and wrong. They are encouraged and supported to develop self-discipline and to manage the responses they make to other people. The personal, health and social education programme ensures they reflect on how relationships develop, the value to place on them and the responsibility we have for each other. Exploration of environmental issues enables pupils to consider both sides to an argument and weigh up the relative importance of views expressed. Teachers plan opportunities in the curriculum for pupils to debate and discuss moral issues and to explore and develop their own ideas and beliefs.
34. Very good provision is made for pupils' social development. Adults at the school provide very good role models and there are high expectations for pupils to respect and consider the needs and feelings of others. For pupils in Years 3 to 6 there are many opportunities for them to learn to mix confidently with one another through the good range of extra curricular activities, including team matches with other schools. Pupils are encouraged to work together, share ideas, help and value each other. A sense of ownership has been encouraged in relation to the improvements made to the school environment and this results in raised self-esteem, partnership and pride in belonging. Throughout the school there is evidence of the high value placed on diversity and the provision of opportunities for pupils to explore and understand differences and identifying the really important things in life, such as friendship, community and respect.
35. There are very good arrangements for pupils' cultural development. The school takes pride in ensuring that the festivals of different faiths and the traditions of the many cultures represented are celebrated in assemblies. On occasions this is very effectively enhanced by contributions from pupils, for example pupils from a traveller background made a presentation in assembly to the rest of the pupils with good contributions from their parents to share their own culture. The many displays of work, artefacts and photographs around the school create an environment that acknowledges and welcomes the wide range of backgrounds of the pupils. Throughout the school there are examples of pupils celebrating their own and different cultures and faiths through, for example, music, art and drama. Poetry is used well to help pupils explore ideas and thoughts and this is further extended through the opportunities provided by a poetry workshop. An art week with the theme 'global art' resulted in pupils studying Aboriginal, Asian and North American Indian art. Trips and visits made out of school give pupils access to the theatre and museums that further enhance their cultural development and understanding.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. Pastoral care for the pupils is good. Staff know the pupils and their families well and relationships between adults and pupils are very good.
37. There are good opportunities for children to get to know the school before they start in the nursery. This, and the very positive relationships between adults and pupils, results in them settling well and quickly, feeling happy and secure. It enables them to develop effectively as confident learners. Supervision at break and lunchtimes is planned well and there is a high level of staff presence around the school and its grounds at these times. This invariably includes the headteacher, whom pupils are very confident to approach to share their news.
38. The procedures for ensuring pupils' welfare overall are satisfactory. The school has a suitable child protection policy and the person with designated responsibility has been trained. All staff have had access to recent training from the local authority in child protection procedures. There is a welfare officer on duty throughout the school day and pupils are confident to visit the medical room, either to share problems or for first aid. The provision for health and safety is satisfactory overall. The school premises are checked regularly for possible hazards to safety. Arrangements for whole-school risk assessment, however, are not in place as required, and the person with overall responsibility for this has not been trained in what to do. The school considers carefully risks attached to any trip or visit made with pupils but has not yet incorporated this good practice into formal procedures.
39. The school works hard to promote pupils' eagerness to attend regularly, for example through the award of certificates. Registration procedures are also effective and ensure there is an accurate record of those present. Other procedures to improve pupils' attendance, however, are poor. The school has worked hard to raise levels and, up until the beginning of the current school year, although still well below the national average, they had improved. The school expects to receive reasons for absence and staff accept these by telephone as well as by letter. There is, however, no system for first day contact in the event of an unexplained absence and this reduces the urgency for parents to make immediate contact with the school, or to ensure their children return as soon as possible. At present, the time available each week for following up attendance issues is insufficient to do this thoroughly. At present, the technology available is not being used effectively to analyse attendance. This reduces opportunities for developing strategies targeted at raising standards and for the effective use of time available from the educational welfare officer (EWO). The school newsletter reminds parents of the need for punctuality and most respond well to this. Although attendance information is included in reports parents receive about their children's progress, the impact of poor attendance on their children's learning is not made clear.
40. Procedures for monitoring behaviour and promoting high standards are very good. The very high expectations of staff are clearly communicated and accepted well by pupils. Strategies to manage behaviour are effective. They are set out in a straightforward manner and invariably used with consistency by all staff. The success of the school's procedures can be seen in the reducing number of serious behaviour incidents recorded, and the consequent reduction in the number of days lost through exclusion. Exclusion procedures follow guidelines effectively and the school plans the return to school well to ensure pupils are given the support they need to improve. Parental involvement is sought as part of the strategy to find a way forward whenever behaviour causes concern. The programme of assemblies, circle time and personal, social and health education raises awareness about issues to do with bullying and racist behaviours very well and results in fewer occasions when these give cause for concern.

41. There are very good arrangements for monitoring and supporting pupils' personal development. Annual progress reports to parents include a useful evaluation of attitudes to learning, their children's behaviour and personal development. The personal development of individuals is monitored well by class teachers. There is very effective help, when needed, provided by the learning mentors.
42. Considered overall, the school's arrangements for assessing pupils' academic attainment are good, including the initial assessments made in the Foundation Stage. The information from these baseline assessments in the reception classes is used effectively to organise the children into ability groups for which they follow a suitable curriculum in all areas of learning. Targets are identified in communication, language and literacy and mathematics, and these are shared with parents.
43. Assessments through the school are used well to set the statutory targets for improvement in the core subjects. The systems used to identify the standards of attainment for English and mathematics in the school are good. Effective tracking procedures, based on annual testing and termly assessment, identify the rate of pupils' progress through the school. Careful records are kept to show how pupils' standards compare with the average for their age. From these, judgements are made about future performance, and targets are set for individuals in each year group and at the end of each key stage. The analysis of test data in identifying areas for action to raise standards is being developed in the core subjects. In both key stages, the group and individual targets set for pupils in English and mathematics contribute very effectively to pupils' improved achievement. Teachers share targets for improvement with pupils to measure small steps in progress and motivate them.
44. There are good procedures for identifying pupils who need extra support and guidance in the school which lead to pupils of all abilities and ethnic backgrounds being fully involved in lessons and school life. Co-ordinated assessment of the needs of pupils who speak English as an additional language has led to effective provision for these pupils so they make good progress in relation to their ability and home background. Effective liaison between teachers and support staff, including the specialist English as an additional language and traveller teachers, enables these pupils to achieve well. Effective tracking of pupils' progress results in good deployment of support where it is needed.
45. The special educational needs co-ordinator (SENCO) ensures that pupils with special needs are identified early in their school life. Regular screening takes place so that emerging needs are tracked and identified. Pupils with special educational needs move between stages as is appropriate. Class teachers are well informed, involved in assessment, and implement the IEPs well in the classroom. Learning support staff carefully record small steps and work closely with teachers and the special educational needs co-ordinator. Assessment to identify gifted and talented pupils is newly in place and has not as yet had time to make an impact on teachers' planning.
46. The assessment in most foundation subjects (art and design, history, geography, design and technology, music, physical education and religious education) is at present unsatisfactory. There is little identification of individual attainment in skills and understanding to inform teaching, or identify areas for subject improvement.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. Parents expressing their views through questionnaires and at the meeting held before the inspection are very pleased with what the school provides and achieves. In particular

they express great confidence in the leadership of the headteacher whom they hold in high esteem. They wholeheartedly approve of the action taken to improve the school environment and the climate for learning. The very large majority say that behaviour is good, that their children like coming to school and are being encouraged to become more mature and responsible. Most feel that standards of teaching are good and are comfortable to approach staff if they have a concern. Inspection evidence supports these positive views. Some parents would like more information about their children's progress. However, parents are well informed of their children's progress in the annual progress reports and the school provides good opportunities for teachers and parents to meet termly to discuss pupils' learning. A significant minority of parents would like to see more activities provided for their children outside of lessons. The inspection team judges the provision for extra-curricular activities to be good for pupils in Years 3 to 6, although opportunities for pupils up to Year 3 are limited. The effectiveness of the partnership with parents, particularly through the information provided, is good. There are well-planned opportunities for parents to get to know the school and staff before their children start in the nursery.

48. Good levels of information are provided for parents about the pupils and the life of the school. There are good relationships between home and school and those parents of pupils with special educational needs contribute to their children's reviews and assessments. They have good opportunities to chat to teachers and learning support staff and discuss their children's needs and achievements. The annual report that all parents receive about their children's progress has changed in format over the last year. It provides a very effective evaluation of what pupils know and can do in English and mathematics, and from this, suitably expressed targets are drawn up that enable parents to understand what their children need to do to improve. Progress is reported effectively, although, for more able pupils, reports sometimes list only what they can do and no target is provided. Although attendance levels are reported as required, the impact of poor attendance on their children's learning is not made sufficiently clear to parents. The arrangements for parents to discuss reports after they are published ensure they are able to explore any areas of concern with their children's teachers.
49. The prospectus and governors' annual report provide comprehensive information about expectations, routines and performance. Parents find both the headteacher and their children's teachers accessible and easy to talk to. This results in them being confident when they need to share concerns or information about their children. The regular newsletters provide a lively and interestingly presented range of information about what is happening in their children's lives at school and relevant dates for diaries. No arrangements have yet been made to ensure that key documents are translated for parents when English is not the language spoken at home.
50. There are many opportunities for parents to participate in school life. There is good attendance at class assemblies and their presence is acknowledged as an important part of school life. Parents have been consulted about procedures for dealing with behaviour and to establish their views about various aspects of the school's work. Those who attend the various courses provided for parents about, for example, family learning, ICT and parenting, value them. The ICT course is particularly popular. The involvement of parents, and the interest that most take in their children's learning, has a satisfactory impact on the work of the school. There is a successful parent and teacher association that organises social events and effectively raises funds to support the work of the school. The interest parents take in the work their children do at home supports learning well, particularly when they take the time and trouble to attend parents' evenings and relevant courses provided at the school. Some parents provide regular support in classrooms and this is valued. Events involving their children are attended well. Some

parents do not support the work of the school sufficiently by ensuring that their children attend regularly. Some are slow to notify the school when they are absent.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. This is a good school that continues to make great strides in its improvement because of the excellent leadership of the headteacher and his strong management of change. The school had great difficulty in addressing the many concerns expressed by Her Majesties Inspectors when the school was placed in Special Measures in 1998. Improvement was slow until the current headteacher took up post three years ago. It was taken out of Special Measures in 2001 and continues to make very good progress in raising standards of attainment and improving standards of pupils' behaviour. Parents, staff and governors all said how the school has improved since his arrival. Through his tremendous energy and commitment, he has been the driving force that has attracted the hard work and dedication of other staff, governors and parents. There is a strong purpose throughout the school for ensuring that all pupils, irrespective of their abilities, gender and ethnic group, have a good start in their education and achieve well. Pupils' enthusiasm and pride in their school are obvious in what they say and how they behave.
52. The headteacher has built an effective senior management team. Together their leadership and management are very effective in moving the school forward and in raising standards. The headteacher and deputy headteacher work well together and their different yet complementary strengths and management styles provide a clear educational direction for the school. The co-ordinator for the Foundation Stage and those for English, mathematics, science and ICT provide strong leadership and carry out their responsibilities well. They have good expertise and provide teachers with guidance and support. They have good awareness of the strengths and weaknesses in their areas and successfully use a variety of strategies to promote raising standards through improved teaching across the school. Other co-ordinators have various levels of experience in their posts. They are not yet involved in monitoring teaching and do not have a secure understanding of standards in their subjects but they are keen to develop their role and play their part in moving the school forward. The school improvement plan identifies the most important aspects for future development and is an effective tool in focusing the staff on whole-school issues as well as individual subjects.
53. There are effective strategies for evaluating the work of the school. Comprehensive procedures for monitoring teachers' planning, the quality of teaching and the use of assessment data enable the headteacher and deputy headteacher to monitor and evaluate the effectiveness of the education provided; to identify the areas of weakness so that improvements are made. A strength of the senior management team is in combined expertise of English as an additional language, traveller education, assessment and special needs in the 'inclusion team'. It has the responsibility for co-ordinating the provision for all pupils and successfully ensures that their needs are identified and that they are well supported so they make good progress. Staff in the inclusion team are learning from each other's experience and are deploying specific expertise to maximise impact. The co-ordinator for each of these areas of provision monitor pupils' progress thoroughly and provide valuable feedback to class teachers including targets for development. Together they have very good knowledge of the issues involved and use this well to influence practice and to maximise learning for all those pupils in need of support. The new Learning Support Unit has grown out of the school's vision to support pupils' whatever their individual need and remove barriers from their learning. The specialist teacher for pupils with English as an additional language

has provided a range of good staff development opportunities, which are reflected in the teachers' level of awareness.

54. The SENCO, who is a member of the inclusion team', provides very good leadership for the provision for special educational needs in the school. Teachers and classroom assistants work closely with her in meeting pupils' needs by ensuring that targets are appropriate and progress regularly reviewed. The school has invested heavily in learning support staff as a teaching resource. As line manager, she manages them very well and relationships and sense of purpose are very good. This contributes significantly to the good provision for pupils. The learning mentors give very good support to pupils with emotional and social difficulties. The SENCO is to lead the development of provision for identified gifted and talented pupils and action planning is in place to begin this process.
55. The present match of teachers and support staff to the demands of the curriculum is good, but the recruitment and retention of good quality teaching staff remains a significant management problem. It takes up considerable time and is the main difficulty when promoting consistent standards. It is a concern for many of the school's locally and the headteachers spend considerable time in discussing ways to eliminate or minimise the problem. It is hoped that links with a local teacher training college will ease the problem by providing teachers for the future. The school's potential for training new teachers is satisfactory and procedures for the induction of staff new to the school are sound. The school is aware of the needs of teachers who have only limited experience of teaching to the National Curriculum and also the needs of newly qualified staff and has identified these as priority areas in school developmental planning. Strategies for appraisal of staff and for performance management are good. Performance targets for individual teachers are realistic and are linked well to school improvement planning and to raising standards. Teachers display a shared commitment to improve and are well supported by able teaching assistants, who are used well to support pupils' learning.
56. The school benefits from the support and involvement of a strong governing body. It works in effective partnership with the headteacher and staff striving for further improvement. Governors are also effectively involved in monitoring the work of the school, consequently they also have a good awareness of the school's strengths and weaknesses. They work alongside staff and monitor the effectiveness of initiatives and improvements. They are fully involved in the development and monitoring of the school improvement plan. They carry out their statutory duties well. Only in the requirements to carry out whole-school risk assessments are these statutory responsibilities not being effectively fulfilled.
57. The financial management of the school is now good. There were significant concerns about the effective monitoring and control of the budget before the current headteacher arrived but these have all been addressed. The systems now, although still developing, ensure that the headteacher and governors have the information they need to make secure financial judgements. The significant deficit has now been eliminated. The day-to-day school administration is smooth and efficient. The headteacher has a good strategic view of how to maintain an appropriate budget surplus and to ensure that each pound is spent wisely. He is adept at finding additional grants and sources of revenue from links with the wider community which have been used very effectively in improving the accommodation and providing additional resources. The rather large carry forward this year incorporates some of these funds awaiting completion of the work agreed. The governing body has a secure strategic overview of spending and its effect on raising standards. Governors understand the principles of best value and use them effectively when evaluating the work of the school and ensuring value for money. All grants are spent effectively with money for such things as special educational needs being well

targeted, for example employing additional teaching and learning support assistants. The deployment of the Ethnic Minority Achievement Grant (EMAG) is effectively targeted to provide for specialist teaching and enhance provision for English as an additional language and traveller pupils.

58. Resources for learning are good, especially in the Foundation Stage classes, in ICT, English, mathematics, science and physical education. These resources are used well and are having a positive impact on standards. In design and technology, however, resources are poor and in history they are unsatisfactory. This inhibits the progress pupils make. There is a good range of resources reflecting cultural diversity and a range of positive images of black people displayed around the school both of which convey an unequivocal message about the values and the ideals the school holds.
59. Since the time of the last inspection considerable improvements have been made to the school environment. Accommodation is now good and supports the needs of the curriculum well. The headteacher has recognised not only the need for such improvements to support pupils' learning but also in raising the morale of teachers, pupils and parents. Improvements to the playground have resulted in very well-planned opportunities for play. This has considerably raised the self-esteem of pupils who feel valued in consequence. The new Learning Support Unit provides very good accommodation for pupils who have a range of significant difficulties. In addition there is a new ICT suite, administrative offices, a food technology room, stock room and resources area. The multi-purpose meeting room provides very good accommodation for additional classes and for staff, parents' and governors' meetings. There is good nursery accommodation and the outside play area for children under five is of a very high quality. There is also a spacious gymnasium. There are a few areas of weakness. The library accommodation is limited and does not sufficiently support opportunities for independent research. There is evident pride in the high standards of housekeeping.
60. Taking into account pupils' good achievement, the good quality teaching and learning, positive attitudes, good behaviour, good provision for pupils' spiritual, moral, social and cultural development and the good improvements since the previous inspection, compared with the above average unit costs per pupil, the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors, headteacher and staff should now:

- (1) Further raise standards in writing and science by:**

 - ensuring teachers have the knowledge and expertise to ensure pupils make good progress in their learning of writing and science;
 - giving the teaching of writing the same strong focus for improvement as that given to reading and mathematics;
 - creating opportunities for pupils' literacy skills to be better developed across the curriculum;
 - continuing to support teachers in the provision of investigative science so pupils become more adept at using the knowledge already acquired to help them solve problems.

Writing is a priority in the school improvement plan.
(See paragraphs 5, 6, 19, 84, 87, 125)

- (2) Provide more effective opportunities for pupils to develop their knowledge and skills to raise standards in history, geography, design and technology, art and design and music by:**

 - revising the curricular timetable so all subjects have sufficient time in which pupils can make effective progress in their learning;
 - developing manageable whole-school assessment procedures so that teachers are able to use the information about pupils' standards to ensure there is an effective progression in their development of knowledge and skills;
 - improving resources and equipment that support pupils' learning in history and design and technology.

Assessment and the need to evaluate curricular balance are identified in the school improvement plan.
(See paragraphs 6,17,25,102, 105, 111, 117, 122, 126, 138)

- (3) Improve the effectiveness of procedures for monitoring and improving pupils' regular attendance at school.**

(Also identified in the school improvement plan. See paragraphs 13 and 39)

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

Improve the quality and regularity of whole-school arrangements for risk assessment, especially for trips and visits out of school, and provide appropriate training for staff in the requirements and necessary procedures.
(See paragraph 38)

THE LEARNING SUPPORT UNIT, OUR SPACE

61. This unit has only been making provision for very vulnerable pupils with social and emotional needs for four weeks. Observations show that the provision is, however, very good because the very good planning and management prior to opening allowed it to set off running. Governors and teachers have a clear, shared vision of how this facility will improve opportunities for all pupils and that is why it is an immediate success. The policy and planning is clearly directed to the early reintegration of pupils into class groups.
62. The ten pupils from Years 1 and 2 placed in the unit for emotional and behaviour difficulties display a wide range of problems in learning. Some of the older pupils in the group have lower writing and reading levels, and some younger pupils cope well, but demonstrate very immature behaviour patterns. The staffing and support provided is a strength in the unit, so all pupils make good progress and some very good progress. They value this extra support and look forward to their sessions. They show considerable pride and enthusiasm in their work. They learn to help others and be helped, for instance when pupils share ideas on how to control their anger, such as counting to five, or holding breath (but not for too long). The unit has already made a significant contribution to the education of this small but complex group of pupils. It is a rich and caring environment for them.
63. The quality of teaching and learning is very good, as are pupil/teacher relationships. Planning and teamwork between the teacher and support staff is of the highest quality. Lessons are imaginatively developed. Support assistants model learning behaviour as though they were one of the pupils in the group. There are very good interactions with pupils, such as when pupils learn about time in mathematics or develop independence and thinking skills. The teacher's use of resources and her planning of tasks are very good. The assessment is finely tuned, often on a daily basis so that tasks match individual needs very well. There are high levels of motivation and one can clearly see the good progress pupils make against their learning targets. Pupils assess themselves at the same time as their teacher, and reward systems are used very well to consolidate each little step forward. In all these interactive relationships the learning, vocabulary and social learning are all thoughtfully reinforced. Care is taken so that each question asked of pupils relates to individual pupils' level of development.
64. The very good assessment of pupils' attainment and progress is shared very effectively with class teachers so that parallel planning for these pupils is very effective in classrooms. This good liaison helps with the final goal of pupils' re-integration into their normal class group. This process could not be observed as none have yet reached that stage. However, planning and preparation in the unit and classrooms is well under way. Contact with parents is good; they visit the unit and take part in frequent assessments. They often help with the homework, such as when pupils take plate clocks home to record events and times.
65. Pupils in the unit, especially those with severe behavioural difficulties including social withdrawal and extreme shyness, receive very good care and teaching. This is because the governors and teachers give particular care and support and all have high expectations for these pupils. The unit manager gives very good leadership and the provision is very well managed by both her, and the other inclusion manager. The multi-agency support for these pupils is very good and unit managers ensure that this high quality resource is used well to provide for pupils' needs.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	78
Number of discussions with staff, governors, other adults and pupils	42

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	14	35	24	3	0	0
Percentage	3	18	44	31	4	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	27	346
Number of full-time pupils known to be eligible for free school meals	0	115

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	3
Number of pupils on the school's special educational needs register	3	73

English as an additional language	No of pupils
Number of pupils with English as an additional language	71

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	49
Pupils who left the school other than at the usual time of leaving	56

Attendance

Authorised absence

	%
School data	7.0

Unauthorised absence

	%
School data	0.9

National comparative data	5.4
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	21	30	51

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	20
	Girls	25	26	27
	Total	40	41	47
Percentage of pupils at NC level 2 or above	School	78 (85)	80 (93)	92 (98)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	20	18
	Girls	26	27	27
	Total	41	47	45
Percentage of pupils at NC level 2 or above	School	80 (86)	92 (95)	88 (97)
	National	85 (85)	89 (89)	89 (89)

Attainment at the end of Key Stage 2 (Year6)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	25	30	55

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	20	25
	Girls	13	17	19
	Total	31	37	44
Percentage of pupils at NC level 2 or above	School	56 (67)	67 (49)	80 (82)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	21	24
	Girls	16	14	18
	Total	35	35	42
Percentage of pupils at NC level 2 or above	School	64 (62)	65 (62)	76 (76)
	National	73 (72)	74 (74)	82 (82)

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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	235	20	2
White – Irish	1	0	0
White – any other White background	15	0	0
Mixed – White and Black Caribbean	3	0	0
Mixed – White and Black African	5	0	0
Mixed – White and Asian	7	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British - Indian	22	0	0
Asian or Asian British - Pakistani	15	0	0
Asian or Asian British – Bangladeshi	14	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	7	1	0
Black or Black British – African	8	0	0
Black or Black British – any other Black background	3	0	0
Chinese	0	0	0
Any other ethnic group	7	0	0
No ethnic group recorded	2	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)	9
Number of pupils per qualified teacher	20.2
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	18
Total aggregate hours worked per week	375

Qualified teachers and support staff: nursery

Total number of unqualified teachers (FTE)	1
Number of pupils per qualified teacher	30
Total number of education support staff	3
Total aggregate hours worked per week	48
Number of pupils per FTE adult	7.5

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	9
Number of teachers appointed to the school during the last two years	12

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	4
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001-2
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	£
Total income	1,110,436
Total expenditure	1,027,924
Expenditure per pupil	2,424
Balance brought forward from previous year	8,233
Balance carried forward to next year	90,745

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	373
Number of questionnaires returned	217

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	29	3	1	0
My child is making good progress in school.	55	42	1	0	1
Behaviour in the school is good.	55	38	5	0	2
My child gets the right amount of work to do at home.	51	34	7	3	5
The teaching is good.	65	30	3	0	2
I am kept well informed about how my child is getting on.	54	32	9	3	2
I would feel comfortable about approaching the school with questions or a problem.	60	32	5	2	1
The school expects my child to work hard and achieve his or her best.	70	27	2	0	1
The school works closely with parents.	46	44	7	2	1
The school is well led and managed.	65	27	4	0	3
The school is helping my child become mature and responsible.	52	41	5	0	2
The school provides an interesting range of activities outside lessons.	35	40	10	4	12

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

66. The provision for the youngest children in the Foundation Stage is good overall and they achieve well as a result, particularly in their personal and social development. There are currently 54 children in the nursery who attend for either a morning or an afternoon session, and 43 children in the reception year. Twenty-four children were admitted into the oldest reception class last September whereas the youngest class has only been in reception since January. They had only been working full time for three weeks at the time of the inspection and are consequently following a different scheme of work to the oldest reception class.
67. The quality of teaching in the Foundation Stage is good overall. In the oldest reception class the quality of provision is very good and this results in the children's effective learning across all areas. The teaching in the other reception class and in the nursery is satisfactory overall with often good provision that ensures children's learning is well supported so they achieve well. There has been a significant change in the teaching staff this year with the appointment of two teachers, one in the nursery and the other in the youngest reception classes. Both new teachers previously worked abroad and are new to the Foundation Stage curriculum that is used in England. They are working hard to adapt their practice and are well supported by the early years co-ordinator who teaches in the oldest reception class. The teacher in the nursery is also well supported by the well-established planning of the curriculum for these very young children and by the three very experienced nursery nurses.
68. When children enter the nursery they have a range of attainment, but a high proportion are well below average in their communication and personal and social skills. There is also a significant number of children who are in the early stages of speaking English as an additional language. Children settle well into the nursery and they make good progress in their personal and social development, which prepares them well for learning by the time they enter the reception classes. Assessments when the children first start in reception show that a significant proportion are still well below average attainment, especially in communication, language and literacy, mathematics and knowledge and understanding of the world. Few children have higher than average attainment. Children continue to make good progress in the reception classes, especially in the eldest class due to the very good provision of a wide range of stimulating activities. The information from baseline assessments in the reception classes is used effectively to organise the children into ability groups for which they follow a suitable curriculum in all areas of learning. Targets are identified in communication, language and literacy and mathematics, and these are shared with parents. Reception children take part in literacy and numeracy activities and this helps them to get used to learning in more formal situations in preparation for Year 1. Overall, the children make good progress, although only a few attain the early learning goals, the expected levels of attainment by the end of the reception year, in all areas of learning.

Personal, social and emotional development

69. Teaching in this aspect of children's learning is good in the nursery and reception classes and this enables all children to make good gains in personal, social and emotional development. Teachers' high expectations that the children will learn to do things for themselves, mean that the children take care of their own needs as soon as

they start nursery. By the time they are in reception, they do this well. When going outside, they are all able to find their coats and many put these on with little or no help. Planned activities, which take place inside and outside the classroom, result in the children learning to get along together well. They play with the equipment sensibly, individually and when working in small groups. A small group of children in the 'Shampoo Factory' in the nursery, for example, played together happily filling up the various bottles with bubbles as part of their early mathematics play. Self-confidence and self-esteem is further nurtured by the positive approach from all the adults who work in the nursery and the reception classes. Children are praised for their good efforts and when they have done something well or when they have remembered their manners. In the nursery, children are developing an awareness of each other. Children of all ethnic groups are treated equally and given good levels of support and praise so they develop in confidence and self-esteem. The older children in the nursery are encouraged to look after the new children who have just started. Several play together. Three little girls in the nursery were seen to walk around the outside area holding hands and chatting happily. By the time children are in the reception class they organise themselves well and concentrate on their activities for good lengths of time. They help one another and show interest in each other's activities. Most children attain the early learning goals in this area of learning by the end of the reception year.

Communication, language and literacy

70. Many children start in the nursery with well below average levels of speaking skills. They make good gains in their conversational language and by the time they leave the nursery most are beginning to talk to each other about what they are doing. The higher attaining children and those who have English as a first language are using a satisfactory range of vocabulary to communicate their ideas. In the nursery and the youngest reception class, children are encouraged to talk about what they are doing. Teachers and the nursery nurses discuss children's work with them providing a good role model for their speech. Lessons in the oldest reception class give good opportunities for children to express their thoughts. The higher attaining children talk about their ideas and explain clearly in simple sentences about happenings in their lives at home. Very good opportunities are provided by the specialist teacher for children in the early stages of speaking English. Although she is only able to work in the Foundation Stage one morning a week, her excellent knowledge, experience and quality interaction ensures that children's needs are effectively identified, that they are well supported and that class teachers are aware of strategies that can be used to further ensure the children's good progress. Children of all abilities are developing satisfactory listening skills. In reception they sit patiently and with good concentration as different children talk about their ideas and experiences. Children follow instructions well in both the nursery and reception classes.
71. Children develop their early reading skills well in the reception classes. They handle books with care and enjoy listening to their favourite stories in lessons and assemblies. These are brought to life, and vocabulary is supported well by the use of appropriate resources. For example, when listening to the story 'We're Going on a Bear Hunt' the children's recall of the different parts of the story were well promoted through various actions to the different parts of the story. Later, activities included making a story map to aid recall of the story and opportunities to act it out in the outside class area. As a result of this good teaching, the children could remember the sequence of the story when responding to direct questions. By the time the children are in reception, they are beginning to read some familiar words. They are developing effective recognition of the sounds at the start of the words. The higher attaining children use this knowledge to 'sound out' new words and to help them spell when writing their stories and accounts. They have a suitable pencil grip and most children write their names for themselves,

forming letters with satisfactory control. By the end of reception, the children have made good progress in their reading with a few working at the expected levels. Despite the good teaching, especially in the oldest reception class, many are still below expected levels in reading, and well below in their writing skills because of the children's low starting point.

Mathematical development

72. Most children start nursery with well below average attainment in mathematical development. They make good progress in counting because many opportunities to recite numbers, to count and compare, are promoted in all sorts of activities. They make good progress in learning to name and recognise colours, for example in their fun of learning about dinosaurs. By the time children are in reception classes they are more accurate in their counting and tallying, and have many opportunities to practise their knowledge of number recognition as well as counting. When outside, for example the youngest reception children enjoyed playing 'What's the Time Mr Wolf?' Others enjoyed using numbered carpet tiles, running from number to number as the teacher called them. Adults place particular focus on the children learning number rhymes and songs and this gives the learning a context for them to practise their counting skills. As a result of these practical activities, by the end of the reception year, most children count and order numbers to ten with confidence. Many children are beginning to count how many objects there are altogether. Children in the oldest reception class are already correctly completing formal addition and subtraction sums. Activities are purposeful and usually active and this keeps children of all abilities involved. The children's knowledge and understanding of shape and measures are not so well developed. This is because their understanding of the language involved is not yet fully developed. By the end of the reception year, although good progress has been made, many children are still below average in their mathematical development.

Knowledge and understanding of the world

73. This aspect of children's learning is satisfactorily promoted overall. In the nursery many opportunities are provided for children to discover new experiences and ideas, but children's awareness of the world around them is very limited and their progress is slow. Many do not have the language or vocabulary to respond to new ideas and even in the reception classes a few are rather disconcerted by questions that require them to discover and find out for themselves. When a boy was asked why he thought his model fell over when he let go of it, he lost interest in his construction and walked away. Children respond well to opportunities to use the computer and ICT skills are developed well. The activities help the children to develop specific skills as well as giving them the freedom to use their imagination to make their own pictures. Nursery children control the mouse well to move objects on the screen. By the time the children are in reception, most are writing their own names and captions with help. In the nursery, the role-play areas provide opportunities to explore 'real life' activities, such as at the petrol station and car wash, or at the hospital. The children enjoy using the wheeled vehicles and playing with the dolls, but few children act out new roles. In the reception classes, children are introduced effectively to more structured opportunities to explore and discuss new ideas. During the inspection, both classes were investigating materials as a science topic. They explored the properties of materials and learnt to recognise them. Good links are made with many areas of learning to consolidate ideas and promote new learning. For example, whilst learning about materials, they also used different materials creatively to make 'plate-faces', and to write their own reference book about metal, wood and plastic. 'Bob the Builder's Building Yard' was the role-play area in both classes.

Physical development

74. When the children start nursery, they run and jump with satisfactory levels of control, and move safely when outside at play. They continue to make satisfactory progress in this area of learning and attain the expected levels (the early learning goals) by the end of the reception year. There is a suitable range of wheeled toys to help them improve and practise their skills, and regularly planned opportunities to throw, kick and catch a range of balls and beanbags in small groups. This helps children develop these skills further, along with the children's hand and eye co-ordination. All classes have opportunities to develop their balance, control and mobility in the school hall in their more formal physical education sessions. Suitable emphasis is given to developing the children's dexterity. The quality of teaching in this area of children's learning is satisfactory and children regularly take part in making, drawing and painting activities. When children enter the nursery their control of brushes and crayons is weak, but because adults expect the children to do things for themselves they make effective progress in manipulating tools and writing implements. By the end of reception, children are using them with satisfactory control. They develop satisfactory cutting skills using scissors, and in controlling pens, brushes and crayons when drawing and writing.

Creative development

75. Children start in the nursery with below average creative development. Opportunities to act out their ideas and to take on different roles are satisfactorily developed in both reception and nursery classes. In the nursery suitable areas are created to stimulate children's ideas but children are not sufficiently helped to develop an understanding of what happens there, to experience what to do and what language to use for them to be fully effective. Sometimes planned activities are too directed and children are not given enough opportunity to use their imagination in art or to respond to pieces of music. This means that their imaginative language skills are poor. Paints are often already mixed so, although the children are learning how to use a paintbrush and explore with a different medium for making pictures, they are not learning the necessary skills of mixing colours.
76. All children use instruments with enjoyment. In the nursery there are regular opportunities for each child to choose an instrument and accompany a song at the beginning of each session. They play with enjoyment and great concentration, even if there is little recognisable rhythm as yet. Children enjoy singing. In the nursery, songs are too often used as a method of control rather than to promote children's enjoyment of singing. In reception, children have a good recall of the words and follow the actions that accompany the words. In music lessons in reception classes, activities satisfactorily explore the sounds instruments make and learn to distinguish notes of long and short duration. The quality of teaching is satisfactory overall and children make steady progress. By the end of the reception year, many pupils are attaining the expected levels except in their ability to explain their thoughts and express their creative ideas.

ENGLISH

77. Standards have risen sharply in Year 2 and Year 6 over the last three years from a very low base. Pupils enter reception with below average levels of attainment in reading and well below average standards in writing, but achieve well over time due to good teaching within the literacy hour. Other positive factors are the generous additional time allowed for the subject, the closely focused teaching in small groups and the recent effective whole-school focus on developing pupils' speaking and listening skills and on improving guided reading.

78. Standards of attainment in Year 2 are broadly in line with the national average in speaking and listening and in reading. This is an improvement since the previous inspection and an improvement since the latest National Curriculum tests. In reading, in the most recent tests an above average proportion of pupils attained the expected standard, but there were fewer pupils attaining the higher standard of Level 3 than found nationally. Standards in writing remain below average. Last year no pupils attained the higher standard of Level 3 in writing. There are now more of the higher attaining pupils in Year 2, and the school expects to achieve its targets this year.
79. By the end of Year 6 pupils' attainment in speaking and listening and in reading is average. Attainment in writing remains below average. Pupils have made, however, very good achievement since they took the national tests in 1999 when they were in Year 2. At that time, their standards were well below average in reading and very low in writing. During the inspection there was very little difference in the standards attained by boys and girls through the school.
80. The pupils' speaking and listening skills are low on entry but satisfactory at the end of Year 2 and good in Year 6, showing pupils' effective progress through the school. Pupils contribute positively in whole-class discussions, where teachers' good questioning stimulates pupils' speaking skills effectively. Teachers show good awareness of the need to include all pupils so they all have the opportunity to speak. A good example of this was seen in a Year 1 class where the teacher gently persisted, with prompts, until a pupil was able to answer in a full sentence. Specific vocabulary is identified and discussed effectively across the curriculum. For example, the new vocabulary of *different*, *modern* was successfully explored in a Year 1 history lesson. This supports pupils of all abilities but in particular those with special educational needs and those in the early stages of speaking English. Opportunities are made for pupils to address a wider audience, such as in the school council meetings. During the inspection, pupils spoke out clearly in assembly, projecting their voices appropriately when relating the story of how the rainbow got its colours. Older pupils are given good opportunities to speak more formally, as seen in the successful Year 6 debates on the proposed third runway for Heathrow. This was an occasion when pupils' vocabulary and awareness of talking in a prescribed manner were above the expected standard. Argument and counter-argument were very well presented by the pupils, half of whom were ably expressing a viewpoint directly opposite to their real feelings. Plenary sessions within the literacy hour are well used for pupils to explain to each other what they have learned. Drama and role-play, assemblies and end-of-term productions successfully support this aspect of pupils' development.
81. In reading, pupils in Years 1 and 2 make good progress. They enjoy reading and most attain the expected standards. The school effectively uses a variety of graded, colour-coded reading material. Pupils read daily during the literacy hour. They also have regular guided reading sessions after lunch, where teachers develop reading and comprehension skills. Visitors from the local community also come into school to hear pupils read. Reading is assessed regularly and teachers have good understanding of pupils' abilities and set targets for raising standards. Home/school reading diaries are used effectively in Years 1 and 2, but less so higher up the school, where there is insufficient dialogue with parents. Pupils in Year 2 use a variety of effective strategies to help them read unknown words. They use their knowledge of phonics to build words such as *brilliant*, *clutched*, *haunted*. They use picture clues and refer to the text. They have a good understanding of the terms *author*, *illustrator*, *non-fiction*, and know where to find an index and how to use its alphabetical order to find information.

82. Pupils' reading continues to make good progress as they move through the school. Most pupils' ability to read with expression, fluency and understanding has improved since the previous inspection, which reported that over half of the pupils were reading at a level at least one stage below that expected. This is no longer the case and progress is good overall. In Years 3 to 6 they develop greater accuracy and fluency, and read with expression. They understand the terms *glossary*, *blurb*, *thesaurus* and increasingly read independently to gain information. They talk confidently about their books and make predictions when referring to the text. Reading areas exist in all classrooms, where stocks of fiction are kept, but few of these areas have comfortable seating or are attractive to a browsing reader. Pupils' personal research and retrieval skills are underdeveloped. Fiction books and graded readers are well distributed around the school, but reference books are kept in a very small area beneath the main staircase, where there is insufficient space to teach library skills to more than a small group. A number of the pupils said they had made no use of the area. Books are colour coded by subjects, but no Dewey system is in place to enable easy access to information.
83. Standards of writing, although improving, are below the national average at the end of Year 2 and Year 6. Pupils of all capabilities and those for whom English is an additional language make satisfactory progress but it is not as good as that observed in reading and speaking and listening because teachers have not developed as effective strategies for the teaching of writing. Pupils in Year 2 show good understanding of how to use connecting words to make more interesting sentences and the use of the apostrophe. One wrote for example, 'The car can't move because it's on a flat surface'. Pupils now write in a wider variety of styles. This is an improvement since the previous inspection, though provision for drafting and editing is not sufficiently emphasised. In Year 5, for example, pupils selected appropriate vocabulary when writing blank verse poetry following the story of Pandora's Box - 'It tumbled open and all the treats fell out'. Pupils in Year 6 satisfactorily identify similes and metaphors from the poem 'The Highwayman'. Stimulating activities are used to promote pupils' interest but they are not always sufficiently followed through to ensure good progress. Pupils in a Year 3 class, for example, wrote from a modern viewpoint and created alternative sequels to traditional tales - 'The wolf called his mum on her mobile phone and asked her to come and pick him up!' However, pupils' good progress was impeded, in this and some other lessons, because insufficient time was given for pupils to further develop their writing. In another Year 3 lesson, the teacher taught handwriting imaginatively, enhancing pupils' learning through competition and enabling lower attaining pupils to learn letter shapes through the use of a sand tray. Following a visit from a theatre company, pupils also successfully wrote in the style of Shakespeare to describe characters from 'A Midsummer Night's Dream'.
84. Standards of spelling are improving and, although still below average, are now close to those expected. Pupils use the 'Look, cover, write, check' method for learning spellings effectively. Spellings are set weekly as part of pupils' homework, with different word lists for groups of pupils with differing abilities. This is good practice. Pupils' use of punctuation and grammar is improving. Younger pupils understand well the need for capital letters and full stops. Year 6 pupils use paragraphs correctly in their writing. Too few pupils take pride in their written work and standards of handwriting generally are less than satisfactory.
85. The teaching of English is good overall across the school, with very good teaching in Year 6, both in English lessons and in the additional sessions aimed at boosting pupils' attainment. Teaching has improved significantly since the previous inspection and it is this more than any other single factor which is raising standards. Characteristics of good teaching seen include good planning in year groups, very detailed preparation of

resources and worksheets, effective explanations of learning intentions, well reinforced in plenary sessions, good class management skills and lessons delivered at a good pace using a variety of methods to maintain pupils' interest. Pupils bring good and sometimes very good attitudes to their English lessons. Teachers effectively motivate them so pupils listen attentively and want to learn. There were many occasions when pupils learned well because they were enjoying the lesson. Good use is made of learning support assistants who give encouragement and guidance to pupils with special educational needs and sometimes those with English as an additional language. Only one unsatisfactory lesson was seen.

86. Although teaching is good overall there are inconsistencies especially in the teaching of writing. A number of factors contribute to the below average standards of writing.
- Writing has insufficient focus and emphasis. In some literacy lessons, insufficient time is allowed for writing in independent and group work.
 - There are few opportunities to promote pupils' free writing. Unlike reading, few writing areas are provided in classrooms.
 - The use of too many worksheets in some subjects inhibits writing at length.
 - Provision for higher attaining pupils is still insufficiently challenging.
 - There is insufficient planning for writing across the curriculum, especially in subjects such as religious education, history and geography.
 - Teachers' expectations of pupils' writing, handwriting and presentation are too low. Some teachers allow pupils to revert to printing even when they have learned to write in a joined-up hand.
 - The quality of writing and presentation is much better in wall displays than that seen in pupils' books, and shows what pupils can achieve.
 - The use of word banks, dictionaries and the targeting of specific vocabulary is improving, but is still inconsistent.
87. The curriculum for English follows the National Literacy Strategy well, but pupils' literacy skills, especially those of writing, are not sufficiently promoted in other subjects such as history, religious education, geography and science. ICT, however, is used well to support and promote pupils' learning in English. Pupils' wordprocessing skills are put to good use. In addition to their weekly computer skills lesson, pupils also use computers well to support their English lessons.
88. Leadership of the subject is good, with representative teachers from each age group sharing responsibilities. Teaching is monitored, lesson plans sampled, and assessment data analysed to enable areas of weakness to be identified and targeted. Pupils' work is assessed and levelled against national criteria, each half term. Resources for the subject are good. There is a generous stock of graded reading material, easily accessible to pupils in corridors, and all classes have stocks of suitable fiction in their rooms. There is generous provision of sets of group readers and big books for literacy hour lessons. The school is fortunate to have a stage to develop drama. There is good awareness of the subject around the school, with informative and didactic displays and examples of pupils' work. The interesting and varied activities, such as debates on social issues, and quality of literature used in English lessons strongly support pupils' social, moral and cultural development.

MATHEMATICS

89. Standards in mathematics have significantly improved over the last three years. This is due to the strong focus given to improving the quality of teaching throughout the school. The strategy of teaching the higher attaining pupils in Year 6 separately has also caused

standards to rise. Teaching in the three Year 6 classes created by this grouping is very good as teachers plan effectively for the capabilities in their group so extending pupils' thinking and challenging their ideas.

90. In the 2002 National Curriculum tests, pupils in Year 2 and Year 6 attained standards that were below the national average. In Year 2 an average proportion of pupils attained the expected standard but there were fewer pupils attaining the higher standard of Level 3 than found nationally. During the inspection standards were continuing to improve, being generally in line with expectations in Year 2 and, although still below in Year 6, much closer to the national average than in the past. This represents very good achievement both in 2002 and this year, as pupils in Year 6 have made significant improvement in their learning since they took the National Curriculum tests when in Year 2.
91. In Year 2 pupils build successfully on their understanding of place value and number values to develop a satisfactory recognition of number bonds within 100. They use quick recall, for example to match 20 and 80, 10 and 90, 15 and 85 and 35 with 65. They are developing satisfactory use of measurements of distance using centimetres in science lessons, and of time when recognising the main demarcations of 'quarter to' and 'quarter past'. They have good recall of the months of the year and represent data about the pupils' birthdays on tables and graphs. An effective lesson observed in Year 2 promoted pupils' use of ICT in their work so that they quickly created a variety of graphs using the same data. Pupils did not have the opportunity in this lesson to explore which of the graphs were most useful in displaying and searching for information.
92. By the time pupils are aged eleven they have a good balance in their mathematical experience. Year 6 pupils are developing sound strategies for mental calculation because teachers give them opportunities to compare their thinking with others, and so refine it for the best method and clear understanding. Pupils solve money, measure, time or number problems with sound thinking strategies. They interpret data well, constructing tables, frequency diagrams and line graphs. They show sound understanding in labelling axes, extracting information and extending this knowledge to co-ordinates where they plot polygons using number pairs in four quadrants. Pupils have a competent knowledge of fractions, percentages, and decimals through equivalence. Polygons are classified for common properties with good understanding of the properties of angles, sides and diagonals. During the inspection there was very little difference in the standards attained by boys and girls through the school.
93. The quality of teaching and learning is good overall. There was no unsatisfactory teaching seen. The teaching in Year 6 is very good and in one lesson observed it was excellent. The school has adopted and is making sound use of the National Numeracy Strategy to ensure that teaching is largely consistent and effective. Staff provide a well structured programme of work that is firmly based on the strategy's key objectives for learning. This ensures that pupils' learning builds on previous knowledge in a logical sequence. For example, a weakness in pupils' mental mathematics was identified and all staff now employ good resources provided by the local education authority to address this, working effectively together to improve pupils' skills. There is also a shared resolve to improve pupils' mathematical vocabulary. This is a significant benefit to all pupils but particularly those with English as an additional language. Teachers employ a good variety of teaching techniques. All lessons have a satisfactory mental mathematics warm-up session and most have a constructive and appropriate session at the end of the lesson when pupils' learning is shared and reviewed. Sometimes the pace of the lesson is slow and insufficient time is left for this important activity. Teachers usually maintain pupils' interest so that they are well behaved and keen to learn. Pupils work very well together in groups and show respect for each other and the teacher.

Resourceful, well-trained learning assistants plan effectively with teachers to support pupils' learning, and learning mentors support those pupils with behaviour difficulties. This helps all pupils with special educational needs to make good progress. Homework is normally set once a week in Year 6. It satisfactorily supports pupils' learning in lessons but is less than stated in the school policy.

94. Where teaching is very good the mental sessions are lively and exciting. They have a sense of urgency that encourages rapid thinking so that all participate fully. In the less successful lessons, questioning and discussion do not challenge all abilities, and do not allow pupils to make extended statements outlining their thinking, so that vocabulary is consolidated and others learn from them. The leading of discussion is an area where some teachers can improve their skills for more effective learning. By contrast, in a very good lesson in Year 4 on co-ordinates, all pupils were effectively challenged. Targets for learning are often inconsistent, but here they were expertly shared with pupils. They drew on their previous learning giving them confidence to move forward with pace in this rich learning environment. These targets were reviewed at the end of the lesson and their knowledge of their own learning was good. Very good assessment by the teacher enabled her to challenge all abilities. Her very high expectations of all gave pupils excitement and pleasure in their learning. The more able were given more difficult questions and tasks. Like other learning groups they were discussing and exchanging ideas because the teacher organised this collaborative learning very well.
95. In an excellent lesson with older, more able pupils, the teacher showed similar such good qualities. In addition, he modelled problem-solving strategies and acted out the insecurities he knew they felt as a result of his excellent awareness of pupils' needs and accurate assessment of their capabilities. They took pride and pleasure in reporting discoveries and sharing strategies with others. All abilities took risks to push into unknown territory where they knew they were likely to be wrong before they were right. They were all stretched to the limits of learning in this rich and secure learning environment.
96. The use of mathematical skills in solving real problems, such as through using graphs and charts in science, is good. Opportunities to consolidate and extend learning through ICT are used very well by teachers, for example when pupils in Year 2 constructed graphs of birthdays to support learning about the months of the year. As with some other lessons, the teacher used PowerPoint on the whiteboard, to share the targets for learning and to show pupils' work.
97. Pupils of all ethnic groups, those with special educational needs and those having English as an additional language make good progress overall. At the last inspection, the arrangements for assessment needed improvement to ensure a correct level of challenge for the least able and the most able pupils. This is now good in the planning of independent work for the least able pupils and most are set an appropriate level of challenge; this is a good improvement. The work is also well matched to the needs of those pupils with English as an additional language and these pupils make good progress. The level of challenge on tasks for the most able pupils is good in some lessons, but is still inconsistent. Only in a half of lessons is the challenge good for the more able pupils in the whole-class discussion that is an essential element of the numeracy strategy
98. The subject co-ordinator gives good leadership to improve teaching and so raise standards. Management is sound. Planning across the school is regularly monitored and effective. There is an extensive system of assessment that monitors pupils' attainments and tracks the progress of groups of pupils. This is used to identify areas that may be

improved to raise standards. There is a clear action plan shared by all teachers. It is intended to further improve learning targets set for pupils, as has been done for literacy. Currently, teachers' short-term assessment, vital to the monitoring of pupils' small steps in learning, is inconsistent, as is the quality of marking to inform pupils of the next step in their learning. The co-ordinator has a clear and determined attitude in moving the subject forward to even higher standards. He has monitored pupils' work, but has yet to monitor teaching.

SCIENCE

99. Standards in science have risen over the last three years especially in Year 6. They have improved from a very low base, although still below the national average in Year 2 and Year 6. This represents pupils' good achievement. Standards in 2002 were not quite as good as those in 2001, but pupils still made good progress in their learning from the time they were in Year 2. Pupils' good achievement through the school is the result of good teaching overall and the improved focus on promoting pupils' investigative skills.
100. By the end of Year 2, pupils have acquired a satisfactory range of scientific knowledge, which has been established through the formation of good observational skills and through teachers' effective questions. In Year 1 for example, pupils have developed a secure awareness of what objects give off light. They understand that shiny materials reflect light and are not a source of light themselves. In Year 2, the use of effective investigations has enabled pupils to predict the outcome of their tests. For example, in their investigations into forces they suggested what surfaces will make a car move more freely and which will slow the car down so it will not travel as far. They do not as yet explain why some surfaces are better. Many of the pupils are developing a satisfactory understanding of why tests have to be fair, but need support when considering which of the elements should be controlled in their experiment, such as the height of the ramp. Most pupils in Year 2 are working at the expected levels, but few are attaining the higher standard of Level 3.
101. In Year 3, pupils' observational skills continue to develop satisfactorily when observing how plants grow. They use diagrams and graphs to record the development of plants and their height over time. Pupils' knowledge is developing satisfactorily, but pupils find great difficulty in linking what they know so they can explain what is happening. Pupils know that roots suck up water, but they found it extremely difficult to explain why the celery had blue dye going up through the stem after it had been placed in a jar with some food colouring. This inability for pupils to use what they know was also observed in a Year 5 class that was exploring the differences between gases, liquids and solids. Their scientific knowledge was satisfactory, but pupils find it difficult to express their ideas clearly using the correct terminology. They carry out experiments effectively but they still need significant support from teachers to link the knowledge they are acquiring to make hypotheses. Learning is slow because pupils of all ethnic groups still find difficulty in putting ideas together and explaining their ideas. By Year 6 most pupils are working at the expected levels and a small but growing proportion are developing the essential investigative skills required for them to attain the higher standard of Level 5. The improvement in scientific thinking has occurred because there is a stronger focus on investigations and improved teaching. In one lesson observed, the teacher was using a computer program to consolidate what pupils knew about food chains, habitats and adaptation. Learning was made fun and all through the lesson introduction the teacher's quick-fire questions made constant links between the different aspects of knowledge so pupils were developing secure connections in their understanding. When discussing with a group of Year 6 pupils what they had learnt over the year, they were able to use

information about pollination and seed dispersal, evaporation, magnetism and filtering to answer fairly complicated problems.

102. The quality of teaching through the school is good and this has effectively encouraged pupils' interest in science and their good progress in learning. Teaching in Year 6 is very good and this has enabled pupils to make a significant spurt in their learning. Good practice is apparent in all year groups. Even in classes where there is a significant proportion of pupils with emotional and behavioural difficulties, pupils' motivation to learn was clear. The two teachers in one class worked well together to manage the pupils' challenging behaviour, to keep them on track and keen to co-operate so they could complete the series of simple experiments planned. Teachers show tremendous patience when questioning pupils so that they are led to the right conclusions by their own thought processes rather than to be told the answers. Teachers in the same year groups support each other when planning lessons and this promotes the growth of effective teaching. However, there are some inconsistencies in teachers' expectations of what pupils will achieve in the lessons. In some classes pupils' mathematical skills are effectively used when measuring results and recording data using tables and graphs, but it is not always so in both classes across the year group. In some classes teachers' have high expectations for the quality of pupils' recording, which results in pupils' careful work that is usually complete. This is not the situation in all classes. Some teachers in Years 3 to 6 are effectively introducing pupils to recording their experiments formally, promoting the scientific structure they will meet in the secondary school, but this is not consistent. ICT is often used well to support pupils' learning in science, but not in all classes. The reason for many of these inconsistencies is the constant changes in staffing. Permanent staff have benefited from whole-school review and guidance from the science co-ordinator. New members of staff struggling to get to know their classes, establish their control strategies within the school's behaviour policy and learn about the scheme of work in a wide range of subjects. The fact that teaching is good overall is a significant achievement.

103. Assessment procedures are used effectively to evaluate what pupils know at the start of a new unit of work as well as to establish how much has been learnt at the end. The information is effectively recorded and is beginning to be used to monitor the strengths and weaknesses in pupils' learning. Data from National Curriculum tests are used to track pupils' achievement and to enable teachers to make predictions for their future standards. This information is used well in Year 6 so teachers identify those pupils who need greater support and those who are the potentially higher attaining pupils who need greater challenge. This very effective practice is not sufficiently used in other year groups to ensure pupils make the best progress. Most activities are planned for all pupils in the class. Those pupils with special educational needs and those having English as an additional language are given greater levels of support, but the higher attaining pupils are not always encouraged to extend their abilities and understanding through more challenging questions.

104. The leadership and management of science are good. The co-ordinator has a good hold on standards through the school. She uses a variety of effective strategies to monitor pupils' work including looking at displays, scrutinising their books and chatting to pupils about what they know. She has not as yet had the opportunity to observe teachers in their lessons. She provides lots of enthusiasm for the teaching of science and has provided the impetus for ensuring a greater focus on experimentation and investigation. This strategy is having a positive impact on pupils' learning, but it is still too soon to significantly improve pupils' overall standards.

ART AND DESIGN

105. No lessons were planned in Years 1 and 2 during the inspection and there was very little evidence of pupils' work. The quality of work in the few examples observed was generally in line with that expected but no overall judgement on standards can be made at the end of Year 2. The quality and range of work evident in Years 3 to 6 shows that pupils of all capabilities make steady progress and, by the end of Year 6, pupils' attainment is broadly in line with that expected. Standards generally have been maintained since the previous inspection.
106. There was very little artwork on display by pupils in Years 1 and 2. Pupils have reached a satisfactory standard in their observational drawings of flowers, mixing their colours carefully. They control the media satisfactorily. Art is often used as an extension of pupils' learning in other subjects and pupils' use of collage and paint to create Joseph's multi-coloured coat produce a bright and interesting effect. Pupils obviously enjoy their art activities and were eager to explain some of the tasks they have completed.
107. Pupils in Year 3 show understanding of, and experiment with, the printing of a range of patterns, using a block print as an overlay. They use the teacher's demonstration to good effect with the majority cutting shapes and using tools appropriately to achieve a visual effect. They comment on each other's work and identify aspects they like. In Year 4, pupils use their previously prepared designs to construct a model chair. They show good understanding of the different steps of designing as they work from annotated sketches. Using the teacher's demonstration at the beginning of the lesson, they practise and select from a range of materials and techniques, for instance to strengthen and shape paper appropriately to construct different components. In Year 6, pupils continue to build on the satisfactory skills acquired earlier. In pupils' past work it was seen that they created an effective three-dimensional collage of plants and, as part of their study of the Tudors in history, they drew Tudor characters using pastel shadings, all of a satisfactory standard.
108. The majority of pupils, including those with special educational needs and English as an additional language, achieve appropriately against their prior attainment. They learn a range of techniques and styles often using the work of other artists to inspire them and employ appropriate techniques to communicate their ideas. The majority of pupils in Years 3 to 6 use sketching to good effect, either to gather ideas or test particular techniques. Teachers effectively promote pupils' interest. Pupils' attitudes are positive and contribute to the progress they make. They listen attentively, participate in discussions and evaluate their work at the end of lessons. Teachers expect them to share resources sensibly and pupils show responsibility when asked to clear away and store resources.
109. The quality of teaching is satisfactory overall. Teachers introduce lessons effectively and use exposition and demonstration judiciously to focus pupils' attention on key ideas and skills. They build on pupils' previous knowledge and use the end of lessons effectively to enable pupils to evaluate their own and other pupils' work. The majority of teachers have a secure knowledge of the subject, which is reflected often in well-timed and helpful interventions. Teachers manage pupils effectively. They organise resources well and prepare them in advance, enabling them to focus pupils' attention on key concepts and development of specific skills and techniques. Where teaching is less effective, this is mainly due to opportunities being missed to use learning objectives and appropriate criteria to underpin pupils' evaluation of their work.
110. The art and design curriculum is enhanced by opportunities for pupils to work with artists, the use of an art week and an art club. These opportunities, especially the art

week, are effectively used to expose pupils to good role models, a range of multicultural art and to enhance the learning of the more able. However, the overall time allocated to the subject is lower than normally found in schools nationally. This was particularly reflected in the relative lack of artwork in Years 1 and 2. ICT is used well, for instance enabling pupils to explore different websites linked to the various themes they study. The subject contributes to pupils' social and cultural development in the sensitivity they show when evaluating each others' work and the range of art from different cultures. Assessment in the subject is underdeveloped and insufficient use is made of levels of attainment to identify expectations and to inform further planning. The subject leader has only been in post since September and has not had enough time or opportunity to impact on standards. Priorities identified for developing art and design are not sufficiently linked to the likely impact on achievement.

DESIGN AND TECHNOLOGY

111. Standards of attainment are comparable with the national expectations for pupils in Years 2 and 6. The achievement of all pupils, including those with special educational needs and those for whom English is an additional language, is satisfactory. Inconsistencies in developing pupils' finer motor skills, reported in the previous inspection, have now been partly addressed.
112. Pupils are given regular structured opportunities to increase their knowledge, skills and understanding in the subject. The school's scheme of work is comprehensive and provides a clear structure for progressive development in all aspects of the subject. Resources for food technology are good. However, the school lacks sufficient tools and equipment, and resources for teaching some aspects of design and technology are poor. This lack of resources has an effect on both pupils' standards of attainment and also their breadth of study in nearly all year groups. Teachers use the available resources to good effect and this was reflected in the quality of teaching and learning observed during the inspection, which was uniformly satisfactory.
113. The quality of teaching through the school is satisfactory overall. In the lessons observed, teachers plan lessons effectively. They have satisfactory knowledge of the subject and make good use of the limited resources available. Pupils in Year 1 are given opportunities to construct moving pictures whilst Year 2 pupils design, make and evaluate puppets and moving vehicles. The quality of work seen during the inspection was satisfactory overall. Higher attaining pupils in Year 2 modified their original vehicle designs to achieve their learning intentions and a majority of pupils explained how they wished to change their vehicles to make them better. Lower attaining pupils had difficulty writing about how to modify their designs because of a lack of literacy skills.
114. Pupils in Year 5 displayed a satisfactory increase in knowledge, skills and understanding when evaluating musical instruments they had designed and made. Most were of a good quality and, even though some of the evaluation tasks were not matched to the abilities of pupils, the majority understood the concept of evaluation and worked well at improving their original designs.
115. Pupils in Year 6 displayed a growing confidence when discussing different aspects of design and technology and some stated this to be their favourite subject. However, it was evident from these discussions that they had been given fewer opportunities to develop their skills in using a wider range of tools and other equipment partly because of the school's poor resources and partly because of limitations in time. This affected overall achievement.

116. The two co-ordinators lead and manage the subject in a satisfactory manner and have ensured that most teachers have the confidence to teach design and technology, even though staff have not received recent in-service training in this area of the curriculum. There are presently no whole-school systems in place for the regular assessment of pupils' progress and, as a result, assessment information is rarely used to inform future planning and this has a detrimental impact on teaching and learning. Monitoring of teaching and checking pupil progress in a structured manner remain areas for future development. At present the co-ordinators have only limited means of evaluating standards and judging the quality of teaching and this affects their understanding of the strengths and weaknesses within the curriculum.
117. Links between design and technology and other subject areas, such as science, are good, for example where older pupils had worked on using electricity to power movement in models. However, few links between design and technology and ICT were evident during the inspection and this remains an area for future development.

GEOGRAPHY

118. Very few geography lessons were timetabled during the inspection, but other evidence gathered indicates that standards by the end of Year 2 are below those expected and in line with expectations by the end of Year 6. The reason for the lower attainment and progress in Years 1 and 2 is linked to the gaps in pupils' knowledge, understanding and skills, which result from long periods when the subject is not being taught. Pupils in Year 1 for instance have no lessons throughout the summer term and there is very little recorded work in Year 2. In Year 1, pupils draw simple maps showing the route from home to school with key landmarks indicated. In Year 2, higher attainers recognise differences in climate and identify items they might take with them on holiday like swim wear and sun cream. Middle and lower attaining pupils recall places Barnaby Bear' has been to, like Africa or Scotland, but their observations about places are limited.
119. Most pupils in Years 3 to 6, including those with special educational needs and those having English as an additional language, achieve satisfactorily against their prior attainment. In Year 3, pupils describe features in their locality and compare them with other places they have visited. They learn how to locate some of the places on a globe and comment on the flight path of an aeroplane from Britain to the United States. In Year 6, pupils share ideas in pairs and show sound understanding of the effects of tourism in a given area. Using the teacher's own description of buying souvenir items abroad and their own experience of travelling, pupils begin to grasp some of the beneficial effects. Pupils become keen and volunteer to share their experience in response to the teacher's helpful questioning, with higher attainers showing a good understanding of specific countries and their customs. From evidence of written work, the majority of pupils show good understanding of how the water cycle works, how rivers are used for transport and how they can be abused.
120. No direct teaching was observed in Years 1 and 2 and the quantity of pupils' recorded work is also limited and so no judgements can be made on the quality of teaching in these classes. Teaching is satisfactory in Years 3 to 6. Where teaching is most effective, pupils are briefed effectively about the learning objectives and given guidance about what they are expected to learn. Teachers are effective in promoting pupils' positive attitudes. Pupils collaborate spontaneously and apply themselves well. Effective questioning is used both to establish understanding and stimulate thinking, for instance when exploring the effects of tourism in Year 6. In this instance, effective methods to encourage pupils to think for themselves were combined with exemplification and supportive questioning. For example, to help pupils identify the negative effects of

tourism, the teacher asked them to imagine the scenario of lots of pupils from other schools coming to West Drayton for the day and the likely effect on the playground, grass areas and the pressure of overcrowding. Where teaching was unsatisfactory, the learning objectives were unclear and activities had insufficient focus on specific geographical skills and the lack of challenge for the higher attainers.

121. The geography curriculum is enhanced through an exchange with a school in Wales with good opportunities for pupils to use the Internet in their study of Llandudno. ICT is also used effectively to support pupils' learning, such as in their work on rivers. Good use is made of the residential journey to extend geographical knowledge and skills. The curriculum contributes appropriately to developing pupils' cultural development through contrastive studies and use of local facilities, for instance the cultural centre in Heathrow Airport in relation to their work on Bangladesh. However, concern over the limited amount of time given to teaching geography, highlighted in the latest HMI report, has not been addressed and this results in a narrower coverage than might be expected. Assessment in the subject is underdeveloped and insufficient use is made of levels of attainment to identify expectations and to inform further planning. The subject leader has only been in post for a term and has not had enough time to impact on standards. Priorities identified for developing the subject are not sufficiently linked to the likely impact on achievement so at present the capacity for improvement is unsatisfactory.

HISTORY

122. During this inspection history was not being taught in Years 3 to 6, as geography was the focus for teaching that term. Additional evidence for judgements is taken from scrutiny of pupils' work, where available, from discussions with teachers and pupils, and analysis of teachers' planning and scheme of work.
123. At the end of Year 2, standards are below national expectations and progress is less than satisfactory. Pupils with special educational needs and those for whom English is an additional language attain similarly. No judgement can be made about Year 6, as no history teaching has yet occurred in this academic year, and no work is available for scrutiny from last summer. Indications are that standards here are also below average. The previous inspection did comment on standards but judged that time allowance for history along with other foundation subjects was insufficient. This is still the case, especially in history. The time allocation is less than any other subject in every year group, and the planned allocated time is not always met within teachers' timetables. As a result, the progressive development of pupils' skills in aspects such as historical enquiry and chronology are impeded. There are sometimes long gaps without any provision for the subject and the continuity of pupils' learning is restricted.
124. Pupils in Year 1, in their study of different artefacts, learn to place three items in correct chronological order, using appropriate time-related vocabulary such as *old*, *oldest* and *new*. They learn from practical experience and attempt basic timelines in their books. They compare new and old objects noticing differences such as *clean and dirty*, *rough and smooth*. They recognise that over time, some things change and some remain the same. Lower attaining pupils were well supported and achieved well in the lesson observed. No additional challenge or extension was provided for higher attaining pupils, who consequentially did not achieve so well. Year 2 pupils studying Florence Nightingale used photocopied information sheets to research information such as 'When the war ended in 1856 Florence was famous'. They developed their reading comprehension skills, but achieved little writing over time. The quality of the lesson was impaired by the lack of any real books from which pupils could research information. Scrutiny of work in Years 1 and 2 reveals that the topics taught are covered in considerably less depth than

usually found. Pupils' writing skills are insufficiently used and further developed in history. Pupils in Year 2 have learned briefly when, how, and where the Great Fire of London took place, but then spent much time colouring in a picture of it rather than writing about it. Year 5 classes, finding out about the life of Ancient Egyptians, and making deductions from artefacts, were also held back by the lack of real books – and real artefacts – and an over-reliance on photocopied information and worksheets, resulting in little writing being accomplished. In these lessons too, lower attaining pupils were well supported, but insufficient provision was made to challenge higher attaining pupils.

125. In the four lessons observed the teaching of history was satisfactory overall. Teachers have sound subject knowledge, and generally manage pupils well. Pupils' good attitudes and enthusiasm for the subject contribute positively to their learning. In the one good lesson seen the teacher made good use of primary sources to stimulate pupils' interest. She identified, discussed, and enunciated new vocabulary very clearly for the benefit of those pupils for whom English is an additional language. She targeted specific vocabulary such as *different*, *electricity*, *modern*, and *timeline*. Most teachers use plenary sessions well to emphasise learning intentions, enable pupils to demonstrate good practice, and talk about their work. Too much reliance on worksheets, and too much colouring in, to the detriment of pupils' progress in writing, are holding back pupils' learning. The main weakness is that insufficient time is given to developing pupils' knowledge and skills through the school. There is a lack of focus for the subject in displays around the school, and little awareness of timelines to support pupils' knowledge of chronology. The use of ICT to support the subject is underdeveloped.

126. Leadership of the subject is in a transitory stage. The new co-ordinator has plans for developing the subject and has already begun to review the curriculum. Currently there is no formal assessment of pupils' work, so no means of identifying areas for improvement, and no moderation of levels of attainment. Resources are unsatisfactory. There is a real need for quality artefacts to help develop pupils' historical skills. The monitoring of teaching has begun, but this is still a very new initiative. There has been no in-service training for history for some time. The subject supports pupils' spiritual, moral, social and cultural development satisfactorily through the nature of the aspects taught.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

127. Standards in ICT are in line with national expectations in Years 2 and 6. There are significant strengths in pupils' learning about multimedia presentations and the use of the Internet to search large databases. The school has made a very good improvement since the last inspection when the time allocated to the subject was insufficient, pupils' range of skills was limited, and standards were poor. The school has kept up with the rising standards nationally as the range of training and resources available to schools has improved. The curriculum now ensures that pupils successfully develop skills sequentially. Within this good, structured planning enough time is allocated for all pupils to access all the learning required to meet national standards. All pupils, including those with special educational needs and those learning English as an additional language, make good progress as a result of the regular teaching. These improvements have been made because of the determination and enthusiasm of teachers, and the inspirational leadership of the subject co-ordinator.

128. In Year 2, pupils create a range of documents and demonstrate satisfactory wordprocessing skills. They access the Internet and CD-Roms to search large databases with the minimum of adult assistance. For example, they use laptops in classrooms to learn about angles, and measuring to one degree. They are using a good range of programs to support their learning in other subjects such as when they use

PowerPoint to make a multimedia presentation of their knowledge of forces and gravity, drawing material from the Internet. There are links with literacy, such as when pupils enthusiastically create a poster to advertise their school using their word processing skills and importing their own pictures using a digital camera. They are able to use spreadsheets and explore the effects of changing data using formulae to a good standard. No work was seen on control technology in Years 3 to 6.

129. Progress through year groups is good and pupils achieve well. This is because teachers use the improved resources in the computer suite to teach basic skills in a planned sequence, so building firmly on previous experience. Pupils' very good attitudes also contribute to this good progress. They work with evident enjoyment and help each other. They concentrate well and the more able pupils are very considerate in helping those pupils who have more difficulty in understanding the work.
130. The quality of teaching is good overall, with some very good teaching being observed. Very good planning for the use of ICT for learning in other subjects is in place. Teachers have worked purposefully, through sharing good practice and in training to improve their knowledge. Most teachers observed had good or very good teaching skills. In the least effective lessons, although satisfactory, teachers talk for too long and pupils' time on the independent task is short. This limits active learning and extension opportunities for the most able. In a good lesson in Year 6 the teacher used spreadsheet modelling to present money problems effectively at different levels to challenge pupils of all abilities. They interpreted tables, graphs and charts to investigate real-life problems in managing a shop and making a profit. Most lessons are planned well, with clear learning objectives, and with a review period at the end of the lesson when pupils' achievements are shared and assessed to aid the next steps in learning. Teaching and learning were very good in another Year 6 lesson when pupils constructed a database on animal habitats, confidently importing images and text effects, to produce a series of slides. This was because of the teacher's very good skills, planning and excellent assessment of pupils' learning.
131. Leadership and management of the subject are very good and the subject leader has excellent skills and a clear vision for future development. Links with a local Beacon school for both training and equipment have been used effectively. A clear action plan sets the development of systematic assessment of pupils' attainment as a priority, so that areas of learning requiring improvement can be targeted to raise standards further. Support staff play an important role in learning and provide high quality assistance to teachers in lessons. There is a comprehensive policy for teaching, learning and Internet access. Safety in the use of equipment is stressed in lessons. The school has access to the resources provided by the London Grid for Learning, which is a safe and very good quality site for pupils' use. Resources and equipment have significantly improved and are now good. Satisfactory numbers of computers are in the suite and in classrooms, and sufficient software and other equipment, such as cameras and sound equipment, is available to pupils. The school's very good improvement is recognised by the local education authority, which has nominated it as an exemplar model for other schools in the authority.

MUSIC

132. By the end of Years 2 and 6, attainment in music is in line with that expected and the majority of pupils including those with special educational needs and English as an additional language achieve appropriately against their prior attainment. Opportunities for pupils to perform in groups and to appreciate a good range of music from around the

world provide an effective contribution to pupils' spiritual, social and cultural development. Singing in assemblies is particularly joyous and uplifting.

133. Pupils in Year 1 recognise and produce short and long sounds. They use gestures appropriately to indicate contrasts as they listen to an organ symphony. They consolidate their knowledge and apply these skills to singing in two different modes and to the use of untuned instruments. As they sing, pupils tap to the beat and combine short and long sounds to fit appropriately with it. In Year 2, pupils' knowledge and skills are further developed. They use the teacher's demonstration to chant to a steady beat and use a range of untuned percussion instruments to create an accompaniment. They listen to their performances on tape and make suggestions for improving it by building in some layers. They experiment with different rhythmic patterns using notation cards and play their composition to the rest of the class.
134. In Year 3, pupils learn how to add expression to their singing and the use of instruments to match the mood of a song. They read the words, describe how they make them feel and identify at what point the use of instruments might be appropriate. They evaluate their singing and suggest improvements. By the end of Year 6, pupils build on earlier skills and benefit greatly from the specialist teaching of a visiting musician. They show good understanding of vocal graphics and their use. They read these and practise different noises appropriately.
135. The quality of teaching is satisfactory overall. Lessons are carefully planned to focus on key elements and are well balanced in providing opportunities for listening and composing. Much of the musical knowledge arises naturally from practice, which enables pupils to develop a grasp of musical elements in context. Learning objectives are shared with the pupils and effective explanations and demonstrations enable pupils to develop and consolidate their knowledge. Teachers build effectively on skills and knowledge acquired previously and they provide ample opportunities for pupils to practise and improve their performance. Where teaching is less effective, this is due to the lack of explicit matching of work to meet the needs of pupils with English as an additional language so ensuring that they have good understanding of the language being used. Sometimes teachers' insecure knowledge does not ensure that pupils' evaluation is sufficiently guided.
136. Pupils' achievement over time is enhanced by their increasing exposure to a range of musical traditions and music making. Teachers promote pupils' good attitudes, which contribute positively to the standards being achieved. Pupils participate in lessons with real enjoyment, and persevere in their effort to improve their performance. They work well together showing respect for each other and collaborate effectively in group performances. They treat instruments with care and readily help when they need to be moved or stored away.
137. The provision for music is enhanced through a singing club, a choir and a range of opportunities for pupils to experience music from different cultures. A number of pupils receive tuition in a range of instruments. The school has received visits from an Indian choir and the Hillingdon Orchestra. ICT is underdeveloped and, although the school has purchased specific software for pupils to compose using computers, this has not yet been put to use. There is also little use of the National Curriculum levels of attainment in assessment to monitor pupils' progress and attainment. The co-ordinator has good subject knowledge but has not been long in post and has not yet had any opportunities to monitor standards of teaching and learning. The priorities identified in the music development plan are not yet sufficiently focused on raising standards.

PHYSICAL EDUCATION

138. It was only possible to observe two lessons during the period of the inspection, but evidence drawn from these observations, from whole-school planning and from discussions with pupils indicates that standards of attainment in physical education are comparable to national expectations for most pupils in Year 2 and Year 6. A good number, however, attain standards in games that are above national expectations in Year 6. All pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress in developing skills, knowledge and understanding in the subject in Years 1 and 2. Teaching in lessons and after-school clubs have a positive impact on pupils' achievement so that by Year 6 the higher attaining pupils make good progress and achieve well in competitive sports.
139. Pupils' positive attitudes were evident in a Year 2 lesson on developing skills for playing hockey. Pupils worked enthusiastically at a series of tasks and, because the teacher structured the lesson well, many improved their basic technique for using a hockey stick to control a ball. However, tasks were not always matched to pupils' different ability levels and, as a result, a minority experienced difficulty with developing basic control because of a lack of co-ordination and this affected their overall achievement. Similarly, in a Year 4 gymnastics lesson, a lack of matching suitable work to pupils' abilities led to some groups of pupils making limited progress in learning how to combine pushing and pulling techniques in gymnastic movement.
140. Teaching in the two observed lessons ranged from satisfactory to good and was reflected in the achievement of pupils. In both sessions, planning was detailed, lessons well structured and briskly paced, resources used well and health and safety issues addressed in full. In the well-taught lesson the teacher worked well with the less able pupils, although aspects of the tasks they were attempting were too difficult for them to complete effectively. The teacher checked pupil progress throughout the lesson and altered her planning accordingly. The end of the session was used effectively to check pupils' overall progress and to reinforce learning. Teachers have successfully promoted pupils' very good attitudes towards the subject and pupils achieve well in competitive sports. They enjoy nearly all aspects of physical education and older pupils talk enthusiastically about swimming, gymnastics and the school's recent achievements in football, which they are exceptionally proud of. Extra-curricular activities are well attended and the school's football and netball teams have recently found significant success in local tournaments.
141. The curriculum for physical education is broad and well balanced with all classes given the opportunity to develop a satisfactory range of skills as they progress through the school. Pupils in Year 5 have the opportunity to attend swimming lessons and the vast majority attain the expected standard of swimming 25 meters. Many pupils are considerably more capable. The residential trip for pupils in Year 6 includes opportunities for adventure sports such as abseiling and rock climbing. Pupils in Years 3 to 6 have the opportunity to work with pupils from a local senior school to further develop their games and physical education skills.
142. Leadership and management of the subject are good and have ensured that physical education has a high profile within the school because of the important part the subject plays in enhancing the self-esteem and confidence of many pupils. The school has ensured that staff have received recent opportunities for in-service training and, as a result, all aspects of the National Curriculum programmes of study are covered well in each year group and there is a clear view of how the subject should continue to develop within the school. Teachers have opportunities built into planning to monitor pupils'

development although assessment is presently not used to formally track pupils' progress and, as a result, teachers have limited means to evaluate and improve pupils' performances in a structured way. The school is aware that this is an area for future development.

143. The school has a good range of easily accessed resources for teaching all aspects of physical education, although some of the more well used ones, such as the larger indoor safety mats, are now beginning to show their age. The recently refurbished gymnasium is used well to enhance curricular opportunities for pupils even though the noise from the newly installed heater blowers can be somewhat intrusive during lessons!

144. Links between physical education and other subject areas, such as science and health education, are good and are used well to enhance pupils' learning but links with ICT to promote pupils' knowledge of their own skills have yet to be developed.

RELIGIOUS EDUCATION

145. Standards meet the expectations set out in the locally agreed syllabus. Pupils' achievement is satisfactory overall. Most pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress in developing their understanding and knowledge of religious beliefs and traditions as they move through the school. Pupils of all ethnic groups are encouraged to share their knowledge of different cultures and pupils are given regular opportunities to compare and learn about the traditions of the major faiths of the world whilst focusing on Christianity. Older pupils are encouraged to form thoughtful views on religious issues.

146. The long-term planning for religious education bases learning around developing themes in all year groups. Teaching in religious education establishes pupils' positive attitudes towards the subject. This was evident from pupils' work and also their behaviour in most lessons observed. Work given to younger pupils is well matched to their interests and focuses on developing understanding and awareness of not only Christianity but also other beliefs. Pupils in Year 1 visit a church as part of their studies whilst Year 2 pupils are taught, for example, about the Islamic call to prayer and learn about the importance of Jesus as a storyteller. During an observed lesson in Year 4, pupils studied the importance of Easter to Christians whilst in a Year 6 lesson pupils learned about the symbolic meaning of water to many religions. During discussions it was evident that more able Year 6 pupils could demonstrate a sound knowledge of Islam, Christianity and other religions and traditions, but less able pupils had only a limited knowledge of concepts relating to symbolism.

147. The standard of teaching is satisfactory overall, but in the lessons observed ranged from unsatisfactory to good. When teaching is good, planning is detailed and plenary sessions are used effectively to reinforce and assess pupils' learning. During a well-taught lesson to Year 6 pupils on the meaning of water to different religions, planning was very detailed and the teaching assistant was used very well to support the learning of pupils for whom English is an additional language. As a result, the attitudes and behaviour of all pupils towards the subject were very good and nearly all groups of pupils achieved well and increased their overall understanding. When teaching was unsatisfactory, the teacher's planning was limited, the pupils disinterested and the unsatisfactory behaviour of a minority of pupils affected the learning of the rest of the class.

148. The provision of religious education is managed and led in a satisfactory manner. The co-ordinator has attended a recent residential course on teaching religious education

and she has supported staff so most teachers have the confidence to teach the subject in a meaningful way. This has had a positive effect on maintaining standards. The co-ordinator has monitored planning and evaluated the teaching of religious education in the classroom giving her a satisfactory view on standards. There are, however, no procedures for assessment of pupils' progress in the subject. This need is fully recognised in current school developmental planning.

149. Resources to support teaching and learning are satisfactory overall and are used well to assist pupils to make progress in their learning. There are very few resources to link religious education to ICT, although there was evidence that good links between religious education and other subject areas, such as art and history, enhanced the overall curriculum. The curriculum for religious education substantially promotes pupils' spiritual, moral, social and cultural development through the opportunities to reflect on their own and other's beliefs.