

INSPECTION REPORT

BEAVERS COMMUNITY PRIMARY SCHOOL

Hounslow

LEA area: Hounslow

Unique reference number: 102520

Headteacher: Mrs D. Strange

Reporting inspector: Mrs S. Vale
22476

Dates of inspection: 7th – 10th October 2002

Inspection number: 246210

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Arundel Road Hounslow Middlesex
Postcode:	TW4 6HR
Telephone number:	020 8570 9347
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Pat Walden
Date of previous inspection:	25 th – 29 th September 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22476	Mrs S. Vale	Registered inspector	Music	What sort of school is it? How well are pupils taught? How well is the school led and managed?
9977	Mrs F. Luke	Lay inspector		Pupils' attitudes, values and personal development, How well does the school care for its pupils? How well does the school work in partnership with parents?
20339	Mrs V. Plotkin	Team inspector	Foundation Stage Mathematics Religious education	
28955	Mrs M. Slater	Team inspector	English Special educational needs	How good are the curricular and other opportunities offered to pupils?
14319	Mr. M. Brown	Team Inspector	Design and technology Geography History Physical education	
12603	Mrs T. Chakraborti	Team Inspector	Science Information and communication technology	English as an additional language
23805	Mrs M. Lygoe	Team Inspector	Art Equal opportunities	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Beavers Community primary school is slightly larger than the average sized primary school and serves pupils aged three to 11 years. Over the last two years the numbers on roll have decreased by approximately 100 pupils to the current 350 boys and girls, including 60 in the nursery. The school is situated in the London Borough of Hounslow very close to Heathrow airport, right under the flight path, and is in the middle of a housing estate, which is frequently used for temporary housing. The local army garrison is also in the area and contributes to the high proportion of pupils (47 per cent) who start and leave the school mid-way through the year. A large proportion of pupils come from single parent families and approximately 38 per cent are entitled to free school meals, which is above the national average. The percentage of pupils speaking English as an additional language is also very high at 42 per cent. The percentage of pupils identified as having special educational needs, including statements, is 28 per cent, which is above the national average. Attainment on entry is well below national expectations. The school has difficulties in recruiting teachers and at the time of the inspection five teachers were on temporary contracts. The Beavers Centre situated within the school is one of four special education units in Hounslow, based in mainstream schools.

HOW GOOD THE SCHOOL IS

Beavers Community Primary School is showing clear signs of improvement since the last inspection when it was deemed to have serious weaknesses. Whilst standards are still low, teaching and the leadership and management of the school have improved. The school is giving satisfactory value for money.

What the school does well

- The way the school cares for its pupils, and the way the school promotes links with parents and other members of the community.
- Provision for ICT is good and since the suite was opened a year ago children achieve well in this area of the curriculum.
- Provision for pupils with special educational needs.
- Provision for the moral and social development of pupils.
- The nursery provides a good, caring start for the youngest children in the school.
- Assessment, in the core subjects of English and mathematics.
- The recent good analysis of tests results, the findings from these and the way they are used in teachers' planning, is starting to have a positive impact on standards.

What could be improved

- Standards of attainment in English, by ensuring that basic skills are taught both accurately and consistently, and by giving more challenging work to more able pupils.
- Standards of attainment in mathematics, by ensuring that pupils develop a range of mental strategies and by giving more challenging work to more able pupils.
- Standards of attainment in science, by providing more investigative work across the school, and by giving more challenging work to more able pupils
- The cultural development of pupils.
- Attendance, which is unsatisfactory.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Beavers Community school has made significant improvements since its last full inspection two years ago in September 2000, when it was judged to have serious weaknesses in teaching and management. The school was re-visited by HMI in May 2001, who judged that reasonable progress had been made in addressing most of the key issues. The school continues to make reasonable progress in improving standards in literacy, numeracy and information and communication technology through the monitoring of teaching, planning and pupils' work. Teaching and learning has improved considerably since the last inspection, largely due to the more rigorous approach to monitoring and to feedback given to teachers. This is a particularly difficult area for the school: there are currently five teachers who are on temporary contracts and it is very difficult to recruit permanent members of staff to the school. Management has also improved since the last inspection. The governing body in particular has taken on a clear commitment and has re-organised its structures to support school improvement. The cultural development of pupils is still one area of curriculum provision which has not yet been fully addressed.

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				Key
	All schools			similar schools	
	1999	2000	2001	2001	
English	E	E	E	D	well above average A above average B average C below average D well below average E
mathematics	E	E	E	D	
science	C	E	E	D	

In the National Curriculum tests in 2001 at the end of Year 6, overall standards in English, mathematics and science were well below national averages. When compared to similar schools results remained below those expected nationally. In the test results in 2001 for pupils at the end of Year 2, standards in reading, writing and in mathematics were well below national expectations. When these are compared to similar schools the results in reading were well below, but in writing and mathematics results are slightly better, but still below what is expected for pupils of this age. In 2002 the results of tests for pupils at the end of Year 6, were similar to those results achieved in 2001 in English, mathematics and science. The school met the targets set in English and science, but did not meet the targets set for mathematics. The school gives priority to developing pupils' language skills and this leads to better attainment in English than in mathematics and science.

By the end of Reception year pupils' achievements are broadly in line with the early learning goals except in communication, language and literacy, knowledge and understanding of the world and physical development, where they are achieving below what is expected for children of this age. Current standards for pupils aged seven are satisfactory overall in mathematics, but below what is expected for pupils to achieve in reading and writing. Few pupils reach higher standards than national expectations. The current Year 6 pupils are reaching standards in English, mathematics and science, which are below what is expected for their age. Standards are satisfactory at the end of both key stages in all other subjects, except design and technology at the end of Year 2. Taking

account of their very low attainment when they start school in the nursery, pupils make satisfactory progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils want to come to school and are interested in their work.
Behaviour, in and out of classrooms	Satisfactory. The majority of children behave well. There are some incidents of unsatisfactory behaviour, but the staff deals with these in a consistent and appropriate manner.
Personal development and relationships	Satisfactory. In general pupils work well together, and are given opportunities to take responsibility. Children from The Centre are fully involved with the life of the school.
Attendance	Unsatisfactory. There is a large percentage of unauthorised absence.

TEACHING AND LEARNING

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

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

The quality of teaching and learning is satisfactory throughout the school with much that is good. This is a big improvement on the previous inspection findings where 29 per cent of teaching was unsatisfactory. The good teaching was seen throughout the school and was not confined to a particular subject, although teaching in the nursery was consistently good. Improved teaching in English and mathematics, including literacy and numeracy, is starting to have a positive impact upon pupils' slowly improving standards. Teachers' planning is much improved and makes good use of assessments. This ensures that pupils' individual needs are catered for and helps them learn to the best of their ability.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. This is an improvement since the last inspection as religious education and ICT provision now meets statutory requirements.
Provision for pupils with special educational needs	Good. Procedures for identifying and supporting the large and growing numbers of pupils with special educational needs are good who have very good access to the school's curriculum. They are very well supported and make good progress towards their targets.
Provision for pupils with English as an additional language	Good. There is more planned provision for these children's particular needs than previously and teachers cater for them very well.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Provision for pupils' social and moral development is good. Provision for spiritual development is satisfactory. Provision for pupils' cultural development remains unsatisfactory.
How well the school cares for its pupils	Good. All adults who work in the school know their pupils well. There are good procedures in place to monitor pupils' progress.

The school works very hard to include parents in the education of their children and in school life. The very hard working community teacher tries to reach as many parents as possible through a wide variety of activities.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher and deputy headteacher work very closely together. Co-ordinators in English, mathematics, science and information and communication technology initiate developments in their subjects well and are ably supported by the deputy head and the assessment co-ordinator. There are good induction procedures for the large number of teachers on temporary contracts.
How well the governors fulfil their responsibilities	Satisfactory. The reorganisation of the governing body has resulted in a better understanding of its role and governors have strengthened their position as a 'critical friend.' They are now in a position to move forward.
The school's evaluation of its performance	Satisfactory. The school is more critical of its own performance.
The strategic use of resources	Satisfactory. Satisfactory use is made of the accommodation and resources. The newly built information and communication technology suite is having a positive impact on standards pupils achieve.

The accommodation and learning resources are satisfactory overall. The newly built information and communication technology suite is having a very positive effect on pupils' progression in this area of the curriculum. The school itself has been in a poor state of repair and the headteacher and

governing body are working extremely hard to update the fabric of the building. The fact that the school is directly under the flight path of Heathrow airport is not conducive to pupils' learning. Despite having as near soundproof windows as possible, when children are outside for lessons they are inevitably interrupted as both teachers and pupils have to wait for aircraft to pass before they can continue both talking and listening. Leadership and management is satisfactory overall. This is an improvement since the last inspection when it was deemed unsatisfactory. The school applies the principles of best value to a satisfactory standard, through continuously trying to raise standards and by being more self-critical than previously.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Their children make good progress. • Behaviour is satisfactory. • Teaching is good. • Parents feel well informed about their children. • They feel comfortable about approaching the school. • The school has high expectations. • The school works closely with parents. • The school is well led and managed. • The school helps their children grow up. 	<ul style="list-style-type: none"> • Some parents would like to see their children receive more homework. • They would like a more interesting range of activities, including more emphasis on cultural activities.

The inspection team agrees with parents' comments in particular about how well the school works in contact with parents, and the fact that their children like school. However, standards are not in line with national averages and the inspection findings indicate that the school does not have as high expectations as parents believe.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The attainment of children on entry to the nursery is well below what is expected for children of this age in all areas of their development. However, they make reasonable progress during their time in the nursery and the standards attained by children joining the Reception classes are slowly starting to rise. Children in the Reception classes build on the start made in the nursery and are broadly in line to reach the early learning goals in most areas of the curriculum, except in communication and language, knowledge and understanding of the world and physical development.

2. In Years 1 to 6, the proportion of pupils identified as having special educational needs is well above the national average. In some classes as many as 65 per cent of pupils have special educational needs. Whilst the proportion of pupils with English as an additional language is also above average, many of these pupils have no difficulties in playing a full part in all activities. The provision for children with special educational needs and for children with English as an additional language is good.

3. The schools results in 2001 at the end of Year 2 were well below the national average in reading, writing and mathematics. These results were a little better in writing and mathematics when compared to schools with a similar proportion of pupils' eligible for free school meals, but remained low in reading. However, this does not take full account of the very high proportion of pupils with special educational needs and those pupils with English as an additional language. When this and the pupils' low attainment on entry to the school are taken into full account, the school has done well in reaching its targets in English and science. Unsurprisingly, few pupils attained Level 3, the higher level, in the tests and teacher assessments for science. The results of tests in 2002 remain similar to those in 2001, but at the time of the inspection data is not available to be able to compare these results with national averages.

4. At the end of Year 6 in 2001, the schools results were well below the national average in English, mathematics and science. When compared to similar schools, however, the results were slightly better in all three subjects. In 2002 the test results show that just over two thirds of pupils attain the nationally expected Level 4 in English and science and over half attain this level in mathematics. Few pupils attain the higher Level 5, and this is why the school's overall results are generally below average. The school gives priority to developing pupils' language skills and this leads to better attainment in English than in mathematics and science. The school is well aware of the need to raise standards in mathematics and is beginning to give a greater emphasis to the teaching of mathematical skills.

5. Over time results have remained similar and are only just beginning to show a slight rise. The school has recently started to maintain very detailed records of pupils' attainment and progress and these show that results in the national tests are generally linked to the proportion of pupils in Year 6 with learning difficulties. For example, in 2002 more than half of the pupils who took the test in Year 6 were on the higher stages of the register of pupils with special educational needs. The deputy headteacher in her careful analysis of the results has also noted that of the 51 pupils who took the test in 2002 at the age of 11, only 38 of these pupils have been in the school since Year 2; pupils' mobility has a significant effect on the pupils' results.

6. Inspection judgements of standards are complicated by the fact that the proportion of pupils with special educational needs varies greatly between different year groups. Judgements of standards being achieved in Years 3 – 6, however, are that they are still below in English,

mathematics and science. At the end of Year 2, where these pupils have benefited from the improved assessment and use of analysis of results to improve teaching, and where there are fewer temporary teachers, there is better attainment. In English standards are just below national averages and in mathematics attainment is in line with national averages. This is better than the attainment of pupils in Year 2 last year and is predominantly due to the additional benefits of more stable teaching, with fewer temporary teachers teaching in Key Stage 1.

7. The school is committed to ensuring that all pupils are fully included in the full range of curriculum opportunities. The progress of all pupils is monitored closely and those with special educational needs or English as an additional language are identified early and good provision is made to support their learning. Gifted and talented pupils are identified and teachers are aware of the extra challenge that is needed for these pupils.

8. Standards are satisfactory at the end of both key stages in all other subjects, except design and technology at the end of Year 2. Taking account of their very low attainment when they start school in the nursery, pupils make reasonable progress throughout the school.

9. There is consistent identification of pupils with special educational needs in both Key Stage 1 and Key Stage 2. Most of the pupils on the register appear to be correctly identified for school action or school action plus.

10. Individual education plans are appropriate and although attainment is below the national average pupils with special educational needs achieve good results within the context of their lessons. The majority of pupils with special educational needs make good progress because activities are matched to their needs and behaviour strategies throughout the school are consistent. Time is not wasted unnecessarily in dealing with disputes. This helps pupils with special educational needs to co-operate and concentrate to the best of their ability.

11. Some assistants support pupils well but there are a few examples when the support added to the confusion by leading pupils into imprecise answers. For example, in a Key Stage 1 lesson dealing with short double 'oo' sounds (like cook, took) a supporting adult allowed pupils to write food but did not explain that this word had the long double 'oo' sound. In this case the teacher picked it up and explained the difference carefully to the pupils.

12. Because of the large numbers of pupils with special educational needs, particularly in Key Stage 2, overall planned activities have been modified below what would be normally expected. However, teachers are working within the boundaries set out in the literacy and numeracy strategies. In some cases, pupils with special educational needs do not always understand what they need to do. They need further instruction which impacts on their progress by reducing the amount of work they produce.

Pupils' attitudes, values and personal development

13. Pupils want to come to school. They have positive attitudes towards their work and this supports teaching and learning. Pupils are keen to learn and many are involved in school activities. Overall they are attentive in lessons; they show interest, respond well to questions and are eager to join in. They are motivated and on the whole the majority concentrates reasonably well. Pupils work well individually as well as co-operatively in pairs and in groups, boys and girls relate well to each other. In circle time pupils are encouraged to listen to each other, take turns and contribute to the discussion, however, in some lessons, as in an English lesson for younger pupils, pupils do not take turns so well and this disrupts others, stopping them from listening to the story.

14. Pupils generally behave well and they know the difference between right and wrong. Where behaviour management is good, staff ensure that pupils know what is expected of them and

they are motivated, so concentrate and behave well. However where behaviour management is not so good, or is inconsistently applied, or where the teachers do not know the pupils so well, pupil's disruptive behaviour can go unchecked. This distracts other pupils and affects their learning. On the younger children's playground where play is more structured and quieter, pupils behave and play well together. On the older children's playground, pupils behave reasonably well and play together, but it is noisier and more boisterous. No oppressive behaviour, racism or sexism was observed during the inspection. Pupils are taught to understand the impact of their actions on others and are encouraged to think about what they do and to make choices. They are polite to visitors and confident when talking to adults. Resources are handled carefully, no graffiti or vandalism was seen during the inspection and there is very little litter around the site. There were three fixed period exclusions during the school year prior to the inspection.

15. Relationships between pupils are good. In the classroom, pupils work well in pairs supporting one another and on the playground they play well together. Relationships between staff and pupils are also good and pupils respond well to this.

16. There are opportunities for pupils to take on additional responsibility and they respond appropriately to these. In Year 6 pupils have jobs around the school such as helping in the school office at lunch times by answering the telephone or helping in the library. A school council has recently been set up, but is still in its infancy. On the playground there is a friendship stop when pupils are encouraged to look out for pupils who want someone to play with. This is effective because it means that others notice that someone is feeling lonely or in need of someone to chat to and gives older pupils additional responsibilities. It reinforces pupils' social and moral attributes.

17. Although attendance has improved since the last inspection, it is still well below the national average and is poor despite the school's efforts to improve it. The level of unauthorised absence is well above the national average. A recent local education authority initiative has been to discourage parents from taking children out of school during term time to take family holidays. In future, such requests will remain unauthorised. Punctuality to school is satisfactory. Registration periods at the beginning of the morning are quick and efficient and pupils get on with their work quickly.

18. Pupils with special educational needs enjoy coming to school as much as their peers and behaviour is generally good. Approximately three quarters of pupils on the special needs register have learning difficulties rather than behaviour difficulties and those who are deemed to have behaviour difficulties usually respond well to the systems in place. Most pupils treat each other well and co-operate in group activities.

19. As part of the overall behaviour strategy, many teachers promote not only school rules but also pupils' rights, which takes them beyond an imposed authority. These basic rights are displayed in all of the classes: the right to learn, the right to respect and the right to be respected. Pupils with special educational needs relate well to their peers and adults because of the positive inclusive atmosphere of the school.

20. When teachers are clear with their instructions and tasks are well matched to pupils' needs they progress quickly. This was very clear in a combined information and communication technology and literacy lesson, where the literacy objectives were being revisited to reinforce learning through ICT. All made good progress in this lesson even though several new skills were introduced and the pupils with special educational needs made especially good progress. This was very motivating for all pupils, but particularly for those with special needs. For example, a boy in a Key Stage 2 class who has learning and behaviour difficulties concentrated well throughout but was particularly pleased when he was cast in the role of the teacher for a group of his peers. This was because the teacher recognised that his information and communication technology skills are well developed.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

21. The quality of teaching has greatly improved since the last inspection. There is now only three per cent unsatisfactory teaching compared to 29 per cent of teaching being unsatisfactory during the previous inspection. The standard of teaching has risen considerably with just about half of those lessons observed being good or better. This is starting to have an impact upon the standards of attainment, which pupils achieve. At the time of the inspection the good teaching was seen throughout the whole school; it was not confined to one particular year group or to one particular subject, although teaching in the nursery was consistently good.

22. The school unfortunately has a very high turnover of staff. Teacher recruitment is a great problem, which the senior management of the school have to deal with. At the time of the inspection, of the 15 class based teachers, five were on temporary contracts and two teachers were newly qualified and thus new to the school. This high turnover of staff obviously impacts upon teaching and pupils' learning. It means that a lot of the senior managers' time is spent inducting teachers who are new to Beavers into the ways of the school. In some instances this detracts from the progress, which pupils make, compared with a more secure and not so disruptive approach to teaching. Despite the large turnover of staff, those teachers who were present at the time of the inspection show real commitment and work hard to ensure that the pupils in their care receive a decent standard of education.

23. In the most successful lessons, teachers have good subject knowledge, which they share with pupils clearly and precisely. The teaching of English is mostly good, and has improved significantly since the last inspection. All teachers implement the National Literacy Strategy successfully. Key skills are taught well and revisited regularly to ensure that pupils understand what is being taught and this makes a major contribution to pupils' learning. Lessons are well planned and show that consideration has been given to the different needs of different learners within classes. However, in some lessons teachers' expectations of what pupils can achieve are too low for those pupils of higher ability.

24. The introduction of the National Numeracy Strategy has had a positive effect on the standard, which pupils attain in mathematics. Teaching is satisfactory overall, with some good lessons. The good teaching has a significant, positive impact on pupils' learning as they progress throughout the school. The majority of teachers have a good understanding of the strategy and implement it confidently. Those who are new to the British education system are inducted well and taught about the strategy. However, as in lessons in English, whilst lessons are well planned and activities altered to cater for different abilities, the more able pupils are not always challenged sufficiently.

25. Pupils' learning is good and this is a direct result of the improving quality of the teaching. A good feature is how teachers reinforce subject vocabulary, for example, in mathematics in Year 6 correct vocabulary, such as, partitioning and doubling, is used. Lessons are well planned so that pupils make good progress. A strength of the good lessons seen was the way teachers pull together what the pupils have learnt at the end of the lesson, by recapping what has been covered, so that pupils have their own learning reinforced. Pupils acquire new knowledge and skills well. The majority of pupils work hard and show interest in their work, sustaining concentration and starting to think and learn for themselves. This is more noticeable amongst the older pupils in the school.

26. The teaching of investigative skills in mathematics and science, whilst they have improved since the last inspection, are still not developed well enough. The school needs to give pupils more opportunities for first hand investigations; this would help to improve the standards which pupils achieve. Teachers across all classes have benefited from good quality in-service training in

computer skills and this has raised the expertise of staff to teach all elements of information technology well. However, as the staff turnover is so high the senior managers of the school need to be careful that new staff also have the advantage of increasing their own skills and knowledge of information and communication technology so that standards in teaching, and hence the pupils' learning, remain high. The teaching of all other subjects is at least satisfactory and on occasions good. The teaching of music was particularly good at the time of the inspection because of the very good teaching given by a teacher from the schools advisory service in music. These very good demonstration lessons give teachers practical support in developing their own skills in the teaching of music and increase teachers' confidence in what can be seen as a specialist subject.

27. Homework is set to support pupils learning at home. However, it is not always consistently given.

28. The school caters for pupils with special educational needs well and the majority are fully included in lessons. The good progress pupils with special educational needs make is the result of good planning by a combined force comprising the special educational needs co-ordinator (SENCO), the teacher in charge of in running the Centre, classroom teachers, and the classroom assistants. Pupils for whom English is an additional language also learn well and are fully integrated into all lessons. In order to plan effectively for special educational needs, the special educational needs co-ordinator and classroom teachers produce detailed individual education plans. These set out the ways in which the curriculum is to be adapted to meet individual needs for those pupils of lower ability. Teachers and classroom assistants have regular meetings with the SENCO to consider and evaluate how well targets are achieved. However, pupils who are correctly identified by the school as being gifted and talented are not so well catered for by teachers in every day lessons. There are occasions when lessons are specifically planned for these pupils, but as yet it is only occasionally, as opposed to a regular feature of these pupils' school life.

29. In Years 1 to 2 and Years 3 to 6, pupils with special educational needs receive good teaching when the planning is explicit for their needs. Some planning is of high quality, specifying not only different activities suited to the ability groups but also uses a variety of resources to help pupils' understanding. These concrete materials are of particular value to pupils with special educational needs and to those who are at the early stages of learning English. A good example was observed in classes in Years 1 and 2 on more than one occasion with the use of whiteboards, spelling games and felt articles representing food. Where teachers closely follow their planning, pupils with special educational needs make good progress. In a minority of cases, pupils can become confused and lose concentration, which also applies to teachers' questioning during whole class sessions. For instance, a pupil with special needs in a Key Stage 2 class was not given the opportunity to answer a question despite having her hand up. She was obviously frustrated by this and if another adult had not intervened, her behaviour would have deteriorated.

30. The Literacy and Numeracy strategies help pupils with special educational needs to improve their skills in these areas through the activities that are planned for them. In most cases the tasks are broken down to manageable activities and pupils often have extra support from assistants to reinforce their learning, particularly when given an activity that is challenging. Activities for pupils with special educational needs when working independently are sufficiently engaging for them to benefit and remain on task.

31. The main lesson planning contains tasks for all pupils, and teachers use individual education plans judiciously to provide what is additional to or different from the rest of the group. However, although the special needs co-ordinator has received training, P scales are not yet used for pupils who are working below level one of the national curriculum. Class management strategies are consistently used demonstrating particularly good results for those with behavioural difficulties.

32. Classroom assistants make a good contribution to pupils' progress. They are experienced in dealing with pupils with special educational needs and support them well. They know pupils well and foster the trust that provides good conditions for learning.

33. The headteacher and deputy headteacher regularly monitor the quality of teaching and this monitoring has had a positive impact upon raising standards of teaching.

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

34. The school provides an appropriate range of curriculum opportunities for pupils in all the key stages. Both religious education and information and communication technology now meet statutory requirements. The information and communication technology suite has been open for a year and the impact of the co-ordinator's training for staff is beginning to show improved results. This represents a significant improvement since the last inspection in 2000, and the latest HMI monitoring report. There is an ethos of inclusion in the school, particularly for pupils with special educational needs. There are high numbers of pupils joining the school other than at nursery or Reception. This has a significant impact on progress in learning because of time needed to determine their needs.

35. Qualifications and Curriculum Authority (QCA) guidance is used alongside National Curriculum programmes of study and early learning goals in the Foundation Stage. The use of QCA materials and other methods of testing allow better quality judgements to be made about the progress of pupils. Teachers are able to analyse group and individual progress to decide the focus of their teaching and the targeting of extra resources more effectively.

36. The Literacy and Numeracy strategies are now satisfactorily understood and steps are taken to ensure overseas-trained teachers are able to deliver these strategies. However, plans for groups that are more able are not as well developed as for other groups and therefore for higher ability pupils the challenge is, in many cases, lacking. Planning for other abilities is generally better. This represents an improvement since the last inspection and the consistency of approach has improved since the last HMI monitoring report.

37. Individual education plans are taken into account by class teachers and they use them in line with the Special Educational Needs Code of Practice, that is, used only for targets that need to be different from or additional to the normal planning for ability groups. The evidence from Years 1 and 2 suggests that pupils are making good progress from a very low attainment on entry to school. If there is an improvement in the stability of staff, the school can then provide a good foundation for basic skills on which to build through Years 3 to 6. Setting for mathematics takes place in Year 6 and groups are further refined to take account of the differences within the sets. This was not the case in the previous inspection.

38. There remains a satisfactory range of extra-curricular activities but much of the funding is coming to an end or needs to be bid for again, for instance, the football skills club run by Brentford FC. The school presently has clubs for Bhangra dancing, funded by Hounslow Music Service, aerobics and a cheer leaders' group provided by the Bronco rugby team. Pupils in the club will have the opportunity to perform at the forthcoming England / New Zealand match. There is a further after school football club and a pottery club is about to start.

39. The inclusion policy as well as the special educational needs policy incorporates information about access to the school and equipment. Staff are fully aware of and put into practice the Special Educational Needs Code of Practice. The governor responsible for this area has also received training.

40. Provision is now good for pupils with statements of special educational needs and for pupils on the register at 'school action' and 'school action plus'. Behaviour is much improved since the last inspection because there are good systems usually consistently applied.

41. The identification of higher ability pupils is just beginning and for this reason some pupils with higher ability are not always challenged sufficiently. There is now a co-ordinator for the gifted and talented and some interesting areas of ability have been identified, for example, in one Year 4 class a girl was deemed to have exceptional leadership qualities and a boy had very good communication skills.

42. There are no links with pre-school providers, as there are none in the area, but the plans for a playgroup in school are underway. There is a parent and toddler group in school and at the nearby youth centre. The Sure Start programme does not impact upon the school in any significant way as yet. The school is the only one in the area that is not part of the Education Action Zone.

43. The personal, social and health education provision is now well established and teachers use this time effectively to reinforce good relationships, positive choices and the raising of pupils expectations by talking about university. In circle time pupils in the upper age groups tell each other of three things they wish to do in later life. Their teachers actively encourage the idea of going to university and talking about what they want to study. There are satisfactory links with the local secondary schools and pupils have the opportunity to visit them before starting.

44. There is a new community drugs education initiative being introduced, which will impact on the curriculum and sex education is taught throughout the school appropriately for the levels of understanding. The school has funding for fruit to be given to pupils as part of the government led 'healthy schools' programme.

45. There are visitors in during national child safety week, an event put on every year, which includes the police, firemen and nurses. Teachers involve other people to support the curriculum. For instance, one Year 2 class had a baby with a parent to visit, whilst the parallel Year 2 class had a toddler and parent, both siblings of pupils in the classes. This was to support the topic of 'Ourselves' in the science curriculum.

46. There are day visits to support curriculum areas but residential visits have been suspended for the present because of staffing difficulties. There is a volunteer scheme set up by the community teacher that benefits the school. The handbook for training and induction outlines expectations and includes guidelines for confidentiality when working in school.

47. Provision for pupils' spiritual, moral, social and cultural development remains satisfactory overall. Since the last inspection spiritual development has improved and is now satisfactory but cultural development, previously judged as just satisfactory, has declined. The last HMI monitoring report described work in spiritual and cultural aspects as limited. The greatest improvement is in pupils' moral development as they are now far more aware of the impact of their behaviour on others. There is a statement of overall goals promoting all four aspects. This 61 page document links early learning goals and objectives to curriculum areas specifying learning opportunities linked to subjects. It also describes some learning opportunities in the broader environment. Despite the fact that it is a cumbersome document that is difficult to access, it is being used.

48. Spiritual aspects take place in assembly though there are still some missed opportunities, for instance, the lack of music for pupils to listen to on some days, but a very good example of Indian drumming by two pupils at another assembly. During a subsequent assembly, pupils gave inspired answers about why a Rabbi went to a higher place than heaven, such as '...because he was so good he went higher than heaven'. In a minority of lessons, some effort is made to draw

pupils' attention to aspects that should fire their imagination, but this was mainly apparent in the religious education lessons. In one class pupils discussed aspects of Christianity and tried to interpret the message behind pictures. Classes had good quality pictures to inspire pupils; for instance, the teacher had prepared for a religious education lesson by displaying a picture of a man holding a baby during the festival of Adhan. This festival is one, which welcomes babies into Islam.

49. Pupils' improvement in moral development since the last inspection is a result of better systems for classroom and behaviour management, topics discussed in personal, social and health education (PSHE) which develop their knowledge of right and wrong and the introduction of rights to complement school rules. Pupils are aware of acceptable and unacceptable behaviour and understand the concept of good and bad choices in their behaviour.

50. Social development is satisfactory and in the main pupils relate well to their peers and adults. Pupils take responsibility for carrying out jobs associated with class routines, such as the youngest taking registers to the office or for older pupils taking on a news reporting role, having researched a topic on the internet. There are systems within less structured times of the day for pupils to help each other such as friendship stops in the playground, a specific area where pupils can stand when they feel alone or left out.

51. There has been improvement since the HMI monitoring visit regarding movement around school. Pupils usually walk and have been observed monitoring each other regarding noise and running. There is also a newly formed school council with a representative from each class. This is run by the co-ordinator for PSHE, the community teacher and the headteacher. The agenda is presently set for the pupils by the headteacher and pupils report back informally to classes.

52. The cultural development of pupils has declined since the last inspection and the culture of pupils is not drawn on to any great extent. Likewise parents are not fully involved.

53. The main religious festivals are recognised with some signs and displays reflecting different cultures. There are some examples of extra curricular activities such as the regular Bhangra dancing but there is very little reference to art and music across the world. There are no regular visits to school of artists or musicians at present. There are occasions when a group of parents prepare a lunch for staff, governors and other parents that reflect their culture.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

54. The school continues to provide good care for its pupils. The environment remains safe and staff care for pupils well. The quality of information kept on each individual child is detailed and the majority of staff know their pupils and their medical and personal needs well, although it is difficult for temporary teachers to know them as well as the more permanent members of staff.

55. The school's procedures for health and safety are good. The school identifies and deals well with any hazards found on site. Health and safety inspections are regularly carried out by staff and members of the governing body who submit regular reports to the full Governing body. Risk assessments are carried out regularly with the active involvement of Governors. Pupils who are unwell are well looked after, in the dedicated medical room. Named staff are trained to administer first aid which is carried out efficiently and appropriate records kept.

56. The school's procedures for child protection are good and follow the procedures of the local committee. The headteacher is the designated person responsible for child protection; she works closely with other members of staff, including the welfare liaison officer, and they have all received appropriate training. All staff are made aware of the procedures when they are appointed to the school and are all aware of what they should do and to whom they should refer, should they have any concerns. The procedures are also included in the staff handbook.

57. The school monitors and eliminates oppressive behaviour. Any incidents are dealt with quickly and effectively. Pupils confirmed that incidents are few and that staff are available if they have any problems.

58. The procedures for monitoring and promoting attendance remain satisfactory. Parents are reminded through newsletters of the importance of sending their children to school, but the level of attendance is still well below the national average and unauthorised absence is well above the national average. Statutory requirements for registration, coding and recording attendances are being met. The electronic system allows staff to analyse and monitor attendance; the Education Welfare Officer comes into school on a regular basis and supports the school by visiting parents when required. Whenever a pupil is absent without sufficient reason being provided from a reliable source, the welfare liaison officer makes contact with the family.

59. There are good arrangements for the promotion and monitoring of behaviour. Rewards and sanctions are applied consistently throughout the school; children of all ages are constantly reminded about the importance of making good choices. Pupils are all aware of the school rules and what will happen if these rules are broken. Staff monitor any incidents of poor behaviour closely. Good behaviour is rewarded in assembly. This does not mean that there are no difficult behaviours but that teachers are clear with pupils what is acceptable and what is unacceptable and have a suitable hierarchy of sanctions. Behaviour record sheets are used which has room for positive behaviours as well as negative. There is also a printed note that a pupil displaying difficult behaviours has to deliver if they are being removed from class. This is addressed to the head, deputy or special needs co-ordinator. The visual cues at the side of the sheet convey to the pupil the seriousness of their misdemeanour, starting again with the positive, a smiley face and graduating through straight, unhappy and one with steam clouds surrounding it!

60. There are good procedures in place for monitoring and supporting pupils' personal development. Staff have detailed knowledge of pupils' individual needs which allows them to monitor their development well. Information on pupils with special educational needs is carefully kept and reviews take place at regular intervals. All groups are taken into account, including those with behaviour difficulties, pupils in public care and pupils who have more complex needs, such as cerebral palsy. Teachers in both key stages take steps to get to know their pupils well, including temporary teachers.

61. The system in place for tracking pupils' progress includes pupils with special educational needs. Individual needs are identified and steps are taken to include them fully in the curriculum. The special needs co-ordinator works jointly with class teachers to develop appropriate individual education plans. Targets include those for personal development as well as academic targets. This is built in to the whole school system of personal targets found in their books or displayed on cards on their tables.

62. Provision specified in pupils' statements of special educational needs is implemented, using staff recruited to school as well as outside services such as speech and language therapists who visit the school regularly. Arrangements are also made for occupational therapy targets to be met, carried out by an assistant, entitled 'personal trainer', who works partly with the Centre pupils, mainstream pupils and adults attending community sessions. Pupils with statements receive a broad and balanced curriculum, the same curriculum that is on offer to the rest of the pupils.

63. The arrangements for assessing and monitoring pupils' progress are good overall and have improved since the last inspection when it was a weakness. Assessment procedures in English and mathematics are thorough and the information is used effectively to group pupils within classes and to set individual targets. In science, good procedures have been developed and the assessment information is beginning to guide planning effectively and to enable the pupils to make more rapid progress. The school has established systems of regular assessment in most other

subjects, allowing teachers to build up a picture of individual attainment, and enabling them to plan more effectively for groups within their classes. A good system for assessing progress uses ICT. The school analyses assessment data from the statutory tests in the core subjects thoroughly to monitor both the performance of the school and that of different groups of pupils to identify any patterns such as underachievement. This analysis is being extended to the annual tests so that individuals and groups of pupils can be tracked in greater detail.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

64. Parents confirmed they are always made to feel welcome and are always able to come into school to discuss any areas of concern.

65. Parents have a satisfactory impact on the work of the school. A number of parents do support the school by coming into school on a regular basis and helping in classrooms. Parents have positive views of the school, and the school works well with parents. A small number contribute to their children's learning at home by helping with reading and other homework and by making sure that the homework is completed and handed in on time. There is no PTA at present, but organised groups of parents do help out at fund raising activities organised by staff.

66. The staff at the school work hard to promote the school to parents as well as to the wider community both by speaking to parents and by sending out a wide range of information. Adult education courses are held at the school; a number of parents have attended such courses and, following their successful completion, have then become more involved with the school; they start by helping out on a voluntary basis, with some then going on to become members of the non-teaching staff. Parents spoken to are very appreciative of the level of support provided by the school. Staff meet regularly with parent representatives from each class to discuss any areas of concern and other areas of development within the school.

67. The quality of information provided for parents by the school is good. Parents receive general information about what is happening in school as well as information about initiatives due to take place within the school such as the Behaviour Initiative Programme. Some information about the topics due to be covered in class as well as after school activities are sent out to parents in newsletters. The school's documentation for parents fulfils most statutory requirements, with the exception of the Governors Annual Report for Parents, which is missing some required information.

68. Parents are kept well informed about their children's progress. Written annual reports for parents provide good information about what their children know, understand and can do. Some good targets for future development are included, but some could be tighter. Staff are always willing to discuss any parents' concerns and there are good opportunities for parents to meet staff informally at the beginning and end of the school day. Parents are also able to meet staff to discuss their children's progress at formal consultation evenings, which are held termly.

69. Parents of pupils with special educational needs are invited to reviews and where attendance at the reviews is a difficulty, communication with parents is followed up. The headteacher reports that there is an open door policy for parents so they can discuss pupils' progress and learning at any time.

HOW WELL IS THE SCHOOL LED AND MANAGED?

70. The leadership and management of the school are satisfactory overall. The headteacher works very closely with the deputy headteacher and together as a team they are well aware of how the school needs to develop. This is an improvement since the last inspection when leadership and management were judged to be unsatisfactory. However, there are still areas of leadership in particular which need to be addressed. The senior management team includes the deputy

headteacher and five other senior teachers; these teachers are the 'main core' of long term serving teachers in the school.

71. The role of the co-ordinators in the core subjects of English, mathematics and science are satisfactory overall. The people responsible for these positions have changed several times since the last inspection two years ago, (apart from English), due to the large staff turnover. However, despite this they are keen, enthusiastic and willing to accept responsibility. Many of the other subject co-ordinators are newly appointed to their roles and have only been given their additional responsibility within the three weeks prior to the inspection. As yet they do not have job descriptions to show their roles and responsibilities for which they can be held accountable. Many are not only new to their role as co-ordinator but also new to the British education system and therefore do not have the knowledge which is needed to fully take on the responsibilities of their roles. For example, the history co-ordinator has little knowledge of British history and whilst she is very willing to learn is unable as yet to advise and support other teachers in the teaching of history. All of the co-ordinators' roles have changed hands several times since the last inspection, some as many as five times. This is mainly due to the large staff turnover, and the need for senior management to reorganise responsibilities. Obviously this huge number of changes does have a negative impact on the continuity and consistency of development within individual subjects.

72. The headteacher, with huge support from the deputy headteacher, monitors teaching and learning across the school. There is a satisfactory monitoring programme in place to ensure that teaching and learning is regularly seen and that support can be given if needed. However, there is very limited opportunity for monitoring to be done by subject co-ordinators and they are unable to review teaching in their subjects. There is a newly written policy for teaching and learning which has been shared with staff and governors. This is an improvement since the last inspection, and is of use to the large number of teachers who are new to the school. There are examples of good support being given, particularly by the deputy headteacher and advisory teachers from the local education authority, to those teachers who need help to improve their teaching. This is having a positive impact on the improvement in teaching within the school and is one of the biggest improvements since the last inspection.

73. There is a nominated governor for special educational needs. She works well with the special educational needs co-ordinator, and the teacher in charge of the Centre, to ensure that there is satisfactory provision for pupils with special educational needs.

74. The school is starting to monitor its performance. The deputy headteacher gives written feedback to teachers with developmental areas clearly identified. Pupils' progress is assessed regularly and this is tracked in detail as they move through the school; the results of national tests are analysed to identify strengths and weaknesses in pupils' learning as the relative performance of different identifiable groups. This is very well organised and managed by the deputy headteacher and the assessment co-ordinator. This is a big improvement since the last inspection where little analysis of tests was undertaken and where there was little tracking in place.

75. The school improvement plan is an effective working document. All members of staff and the governors are involved in identifying developmental items. The school has focused its development on raising the quality of teaching and learning, standards and putting strategies in place to allow progress to be made. This includes developing new systems for the use of assessment to match learning tasks to the different learning needs of pupils and is evident in the planning for lessons. The clear focus of the school improvement plan is starting to have a positive effect on improving leadership and management of the school.

76. The governing body has developed its role more fully over the last two years, and is starting to have a more effective role in school development. Due to a large change in the structure and make up of the governing body, the governors have a much clearer understanding of their roles

and responsibilities than at the time of the last inspection and are more accurately aware of the schools strengths and weaknesses. The governing body has been through a turbulent time since the last inspection, with some difficult and at times unpleasant internal disputes which have taken time to be solved. Whilst there are still vacancies to be filled in the governing body, there is now more stability and governors are able to concentrate more on their support of the school. They are more actively involved in the school and now contribute to the school improvement plan. Governors are more fully informed about the curriculum and other developments in the school. The chair of governors provides effective leadership of the governing body and the close relationship she has with the headteacher has established a good link between the work of the school and the governing body.

77. Satisfactory procedures are in place to ensure that the principles of best value are applied. The governors, following advice from the local education authority, are more critical and searching in their questioning of the spending of the budget. Governors receive regular reports and monitor expenditure against spending targets that are detailed and prioritised in the school development plan. All specific grants are used for their designated purposes.

78. The school has a large number of teaching staff who are on temporary contracts. Employment and retention of teachers is a major problem for the school. Many teachers both permanent and temporary are from abroad, and not all are conversant with the British education system. The school has good procedures for the induction of new staff both permanent and temporary. This is overseen very well by the deputy headteacher. Parents are particularly concerned at the large staff turnover. For example, the pupils in last year's Year 6 only had one year (their final year in the school) when they had one teacher for the whole year. Many parents commented that their children had had as many as three teachers in a term. This inevitably is difficult for children as they have to get used to different teaching styles. It is also difficult for the school, as they have to induct so many new staff.

79. The school has a satisfactory number of support staff. They work closely with teachers, and provide good assistance, particularly when supporting literacy and numeracy. The school administrator carries out duties efficiently. The hard working caretaker maintains the school in good order and the dining staff, midday supervisors and cleaners are all valued members of the school who perform their duties in a friendly and competent manner.

80. The special educational needs co-ordinator is a significant presence in the school, providing good leadership. This is an improvement since the last inspection. There are plans to increase her time, employ a special needs teacher and a part-time assistant with the Behaviour Improvement Project funding; this would substantially increase the capacity of the special needs team. The special educational needs co-ordinator works closely with the teacher in charge of the Beavers Centre to develop inclusion practices for Centre and mainstream pupils.

81. The special educational needs co-ordinator works jointly with class teachers on individual education plans; due to the high numbers of pupils on the special needs register and because of the large numbers of temporary teachers, this takes up a lot of her time. The co-ordinator supports pupils in class regularly and therefore has an opportunity to observe classroom practice. She is able to identify, monitor, observe and make recommendations regarding pupils' needs but the formality of monitoring teachers' special needs practice, although now beginning, is not yet fully established.

82. The special educational needs co-ordinator maintains links with many groups, including parents, the special needs governor, professionals from outside the school and social services. She keeps up-to-date with new initiatives through local education authority provision for special needs co-ordinators. Her expertise in the subject is disseminated to staff through 'surgeries', which

cover the development of specific resources, support for staff training in new initiatives and induction for new staff regarding special needs procedures in school.

83. Arrangements for professional development of staff are satisfactory. They are overseen by the teacher in charge of professional development, and reflect both the identified needs of the school and the personal needs of staff.

84. Accommodation is satisfactory. The school has ample accommodation for the numbers on role. The governing body and headteacher have worked hard to improve the internal look of the building, and are now trying to solve the continuing problems of the leaking roofs. The appearance of the internal accommodation is enhanced by displays and examples of pupils' work. Learning resources are satisfactory in most subjects. Good use is made of the school playing fields. However, it is very difficult to teach lessons outside because of the disruption from aircraft noise as the school is directly under one of the runways at Heathrow airport. Lessons stop, as aircraft fly overhead, as neither the teacher's nor the pupils can hear what they are saying. The newly opened ICT suite is having a positive impact on raising standards in this area of the curriculum.

THE BEAVERS CENTRE

85. The Beavers Centre is one of 12 special education units in Hounslow based in mainstream schools. It caters for eight Key Stage 2 pupils with a variety of difficulties including developmental delay, emotional and behavioural difficulties, attention deficit hyperactive disorder (ADHD) and autistic spectrum disorder (ASD). There is a teacher in charge and a fulltime assistant. Two more assistants spend part of their time in the Centre and the rest is spent supporting pupils in mainstream classes. The room designated for the Centre is situated at the extreme end of the junior department and is a converted cloakroom resulting in a very small space. Filing cabinets and shelving for staff files take up about one third of one of the long walls thus reducing teaching space.

86. The local authority has overall control of the Centre, but finance for and organisation of staffing is delegated to the headteacher and governors. A review of Centre provision across the authority has recently been undertaken proposing rationalisation. The consultation paper was received during the inspection period.

How high are standards in the Centre

87. Since the last inspection, teaching has continued to have an impact on the good progress of pupils. Because of the nature of their difficulties, pupils are working well below national standards. Pupils join their appropriate year group every morning for registration and are included in mainstream classes for periods of up to 50 per cent, according to their ability. Pupils have well defined targets on their individual education plans towards which they make good progress. This is due to the knowledge staff have about pupils, the good behaviour management and the opportunities provided for them to 'verbalise and visualise' during lessons. All pupils are asked questions that are challenging; some need closed questions that require a given choice of answers, whilst others are encouraged to think more broadly by being given open-ended questions.

88. Pupils' reading and spelling ability is checked at intervals. The range of ability is wide; all have at least made a start in reading, some are reading at about four to five years behind their chronological age, whilst on the other hand, one pupil is reading above his chronological age by over a year. This pupil's rate of progress is significant, having improved his reading ability by three and a half years over a period of two and a half years.

89. Other professionals contribute to the teaching of the Centre pupils. For example, some pupils have speech and language therapy specified on their statements. All benefit from the added programmes of work such as 'verbalise and visualise' activities.

90. Since the last inspection, the inclusion in mainstream lessons has been better tailored to pupils' abilities by taking careful note of what they are good at and what they enjoy as well as their academic abilities.

Attitudes, values and personal development of Centre pupils

91. The ethos of inclusion within the mainstream school has developed well since the last inspection. This has contributed to greater success for the Centre pupils in the mainstream classes. They enjoy both Centre and mainstream class lessons, although there are inevitably times when individuals need to return early to the Centre because they have a difficult time resulting in some behavioural difficulties. These are dealt with well, using a system that requires pupils to make choices. They are praised when they make good choices and staff are explicit about why they are getting praise. For instance, after an incident one pupil was unco-operative. The teacher told him he could join the group when calm. After a short time away from the group, he worked his way back and the teacher indicated that he had made a good choice. Staff use both verbal and visual cues (thumbs up) in these circumstances as do the rest of the school.

92. The overall atmosphere is positive and calm as it was in the last inspection. Pupils enjoy the opportunities to talk about their work. Those who do not often volunteer information are drawn in and encouraged to respond. Co-operation amongst pupils is actively taught because social skills are often below what would be expected for their age.

How well are pupils taught?

93. The quality of teaching in the Centre is good. This is an improvement from the last inspection when it was at least satisfactory and good when working with small groups. All staff work well together and are clear about their roles and routines. Planning for the needs of pupils is good, enabling assistants to support the teacher appropriately and contribute well to the progress pupils make. Learning objectives are conveyed to pupils and reinforced at intervals. Staff support pupils well in their written tasks, encouraging independence and providing well-matched tasks to individual needs. Social skills are taught and reinforced constantly alongside academic skills. Staff use good strategies for preventing disruptive behaviour, for instance, praise for good listening is given after a short period to help pupil understand that his actions were acceptable.

94. Lessons tend to be dominated by the whole group teaching session before the individual written tasks. However, this is acceptable in the light of pupils' difficulties. Most pupils need time to say what they know, give their explanations and ask follow up questions in order to understand and make progress. It also takes time to ensure all pupils are contributing to the session. This approach produces some interesting responses and shows that pupils with difficulties can progress well. An example of this was when the teacher asked if anyone knew what the special name for holes in the teeth were called. A pupil (with ASD) knew the correct word and then went on to talk about molars.

How good are the curricular and other opportunities offered to pupils?

95. Pupils in the Centre follow the national curriculum delivered at a level suited to individual needs. Staff have high expectations and develop steps for learning that create enthusiasm in the group. For instance, pupils have learned about crop circles as part of the signs and symbols work they are following. Many of the group have sufficient understanding to be fascinated by the mystery surrounding the phenomena. Subjects are linked across the curriculum. For example, the topic of 'teeth' is used in the literacy lesson using a non-fiction text: the Victorian dentist introduces history elements and the mechanics of the teeth is covered in science.

96. Pupils' individual education plans are well linked into medium and long term planning. The Centre teacher undertakes joint planning with Year 4 teachers using national curriculum attainment targets where appropriate and P scales to help fill gaps in learning.

97. Since the last inspection the balance of time spent in mainstream classes has been reviewed and tailored more closely to their needs. The maximum time in mainstream classes is now up to 50 per cent with literacy and numeracy sessions taking place in the Centre.

98. Pupils have access to all after school activities such as the after school club, BASH, the Bhangra dance club run by Hounslow Music Service, aerobics and football.

How well does the Centre care for its pupils?

99. Centre staff keep good records of pupils, using a variety of checklists and tracking tools to check progress in academic and social skills. Pupils continue to benefit from consistently good support as noted in the last inspection. There has been an improvement in devising clear objectives and targets for individual pupils both on individual education plans and in lessons.

100. Pupils have a designated lunchtime supervisor who helps to reinforce school and social rules. Centre staff are always available at lunchtime and breaks if there are difficulties in the playground that require intervention. All the pupils have statements and annual reviews are kept up to date, involving parents and appropriate professionals. Annual review targets are used to develop appropriate class planning and objectives in individual education plan.

How well does the Centre work in partnership with parents?

101. The teacher in charge of the Centre has developed a number of methods to work with parents and keep them informed. Pupils are drawn from other mainstream schools and Key Stage 1 special needs centres, and therefore transported by the local authority to the Beavers Centre. There is an explicit statement of strategies in the inclusion document to ensure partnership with parents. These strategies include a variety of ways to keep in contact with parents who are not local to the school. All parents are invited to attend annual reviews. There are many other opportunities to meet with staff through their 'open door' policy. Pupils have homework and the staff operate a diary system for day to day communication.

How well is the Centre led and managed?

102. The teacher in charge is a long-standing member of the school and is well established in her role; as a member of the 'senior team' she attends all the necessary meetings. The special educational needs policy has been updated to take into account inclusion guidelines; the school's special needs co-ordinator and the Centre teacher work very closely together to implement the principles of inclusion. Specialist knowledge is kept up-to-date by attending all mainstream special needs training and sessions provided by the local education authority for staff from all the special needs centres. The teacher in charge of the Centre has implemented the guidelines of the 2002 Special Educational Needs Code of Practice. Awareness raising of special needs issues for individual teachers in the mainstream classes is undertaken but there is no delivery of training for whole staff groups.

103. During the last inspection resources were found to be not as good as the rest of the school. There has been some improvement in resources, for example, computer equipment and software have been updated and the quality of books is better. However, there continues to be a shortage in some areas. In one lesson there were insufficient thesauri resulting in pupils sharing. This had an impact on their progress in the lesson as the need to share caused some quarrels. Individual displays are interesting and well executed to help pupils' learning but they are too close

together to stand out. The busy nature of the walls adds to the difficulties of the accommodation by giving it a closed in feel. The use of a free standing display board in addition to wall displays means a reduction in the floor space. There is no whiteboard on the wall so a flip chart stand is used. This is frequently moved about because it gets in the way. As in the last inspection, basic resources should be fully available to the Centre.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to continue to raise standards, the headteacher, governors and staff should;

i. Improve standards of attainment in English and literacy by:

- the co-ordinator systematically observing teachers and assistants in literacy lessons to improve their effectiveness;
- ensuring temporary teachers are fully conversant with the basic skills contained in the literacy strategy as well as its structure;
- providing more challenging work for more able pupils;
- ensuring pupils read for understanding;
- ensuring reading material is matched to ability and experience.

(Paragraphs 3, 4, 13, 89, 119 – 144)

ii. Improve standards of attainment in mathematics and numeracy by:

- the co-ordinator systematically observing teachers and assistants in numeracy lessons to improve their effectiveness;
- ensuring that pupils develop a range of mental strategies;
- ensuring that pupils are provided with more investigative work;
- providing more challenging work to more able pupils.

(Paragraphs 3, 4, 13, 145 – 153)

iii. Improve Standards of attainment in science by:

- providing more investigative work across the school;
- providing more challenging work to more able pupils.

(Paragraphs 13, 154 – 158)

iv. Improve the cultural development of pupils by:

- bringing pupils' attention to Britain as a multi-cultural society;
- providing opportunities through music, and art for pupils to value their own and others cultures.

(Paragraphs 42, 114, 166, 191)

v. Improve attendance by:

- continuing to involve parents in supporting regular and punctual attendance;
- through talking to pupils about the importance of attending school regularly, so that they make the best progress possible.

(Paragraphs 13, 27, 50)

Further issues, which the school must consider are:

- that the school policies and governors' annual report to parents contains all of the information required by law; (Paragraph 67)
- there is a consistency in the giving of homework throughout the school. (Paragraph 27)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

95

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	1	7	43	41	3	0	0
Percentage	1	7	45	43	3	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)	30	320
Number of full-time pupils known to be eligible for free school meals	0	114

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	15
Number of pupils on the school's special educational needs register	7	120

English as an additional language

	No of pupils
Number of pupils with English as an additional language	190

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	61
Pupils who left the school other than at the usual time of leaving	104

Attendance

Authorised absence

	%
School data	3.4
National comparative data	5.6

Unauthorised absence

	%
School data	3.9
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	40	27	67

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	28	29	35
	Girls	19	22	22
	Total	47	51	57
Percentage of pupils at NC level 2 or above	School	70 (56)	76 (60)	85 (71)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27	33	32
	Girls	21	20	19
	Total	48	53	51
Percentage of pupils at NC level 2 or above	School	72 (60)	79 (72)	76 (66)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	24	21	45

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	13	19
	Girls	13	10	16
	Total	28	23	35
Percentage of pupils at NC level 4 or above	School	62 (58)	51 (44)	78 (72)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	18	21
	Girls	10	10	15
	Total	25	28	36
Percentage of pupils at NC level 4 or above	School	56 (44)	62 (40)	80 (60)
	National	72 (70)	74 (72)	82 (79)

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	130	3	0
White – Irish	3	0	0
White – any other White background	28	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	42	0	0
Asian or Asian British - Pakistani	25	0	0
Asian or Asian British – Bangladeshi	7	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	9	0	0
Black or Black British – African	34	0	0
Black or Black British – any other Black background	1	0	0
Chinese	0	0	0
Any other ethnic group	50	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	15.2
Number of pupils per qualified teacher	16.5
Average class size	23.5

Education support staff: YR – Y6

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

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	31
Total number of education support staff	2
Total aggregate hours worked per week	
Number of pupils per FTE adult	10.3

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	13
Number of teachers appointed to the school during the last two years	12

Total number of vacant teaching posts (FTE)	5
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	5
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	1,120,450
Total expenditure	1,142,796
Expenditure per pupil	2,953
Balance brought forward from previous year	54,631
Balance carried forward to next year	32,285

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	391
Number of questionnaires returned	75

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	25	4	1	0
My child is making good progress in school.	48	45	4	0	3
Behaviour in the school is good.	41	43	5	1	9
My child gets the right amount of work to do at home.	44	35	16	3	3
The teaching is good.	56	36	1	0	7
I am kept well informed about how my child is getting on.	48	43	8	1	0
I would feel comfortable about approaching the school with questions or a problem.	67	33	0	0	0
The school expects my child to work hard and achieve his or her best.	57	40	3	0	0
The school works closely with parents.	49	41	3	4	3
The school is well led and managed.	48	40	7	1	4
The school is helping my child become mature and responsible.	44	48	4	0	4
The school provides an interesting range of activities outside lessons.	44	33	13	1	8

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

104. Provision for children in the foundation stage is satisfactory and similar to that found in the last inspection and during the HMI visit in 2001. Since then, however, planning has improved and details the specific skills to be learned. The skills identified are then used as the basis for thorough assessment. Provision in the nursery is good and provides a caring start for the youngest children in the school. The overall good teaching is having a positive impact on children's learning in both the nursery and Reception classes.

105. Children's attainment on entry to the school is poor. Almost all children begin nursery with very poorly developed speaking and listening skills, physical skills and knowledge and understanding of the world. The children had only been in the nursery for two weeks at the time of the inspection. Three quarters of them are at the early stages of learning English as an additional language. In the Reception classes the children, most of whom had attended the nursery for one year, had only just begun to stay at school for the whole day. Children in the nursery make good progress and those in the Reception classes make satisfactory progress. The teaching in mathematical development, creative development and personal and social skills is good and, despite the low initial baseline, enables children to attain the early learning goals in personal, social and emotional development, mathematical development and creative development by the time they start Year 1. But due to their attainment on entry, many children do not achieve the early learning goals in communication, literacy and language, knowledge and understanding of the world and physical development.

Personal, social and emotional development

106. Nearly all children enter the nursery with very immature personal and social skills. By the time they leave the Reception classes they have made good progress due to the good, consistent support given by all staff, which enables them to achieve the early learning goals.

107. In the nursery most children find it difficult to share and are encouraged to take turns and say please and thank you. They are learning to sit quietly to listen to stories. They are beginning to develop positive attitudes to learning. They join in the nursery rhymes and action songs that they know and relish, as the local vicar (a school governor) leads the singing session. Many children still need help in separating from their carers as very few have experience of spending time away from their parents or of play groups. Children in the Reception classes are able to choose their own activities and to concentrate on completing tasks. As they get ready for physical exercise in the hall they undress themselves with some reminders as to which clothes to take off and with a little help with buttons and shoelaces. They are aware of classroom routines and are beginning to comply with the expectation that they will help to tidy up. They fetch their coats, put them on and line up sensibly to go out to play. They are aware of right and wrong. When the teacher asks the class what the two children who had been hurting each other should do, the consensus is that they should "make a good choice" and say sorry. Children in the Reception classes are aware of their own needs and are becoming sensitive to the needs of others. In a discussion on what makes people happy, they are able to change from thinking about what makes them happy and consider what would make their teacher happy.

108. With good leadership from the early year's co-ordinator, adults work well together as a team and provide a warm, welcoming and secure learning environment. Their relationships with one another and with the children are good. They promote personal development effectively through planning a range of activities that allow children to explore experiment and learn independently. The task of settling 65 new children into the nursery is managed well, but the needs

of the high number of children who are at the early stages of learning English are not fully provided for in the settling-in programme.

Communication, language and literacy

109. All adults in the nursery and Reception classes foster the development of children's language skilfully and assiduously. Many children have very limited vocabularies and find difficulty in forming simple sentences and so are unable to communicate their needs clearly. Staff listen to them attentively and support them well in extending their vocabulary. In the nursery children listen to the story of the Bear Hunt and join in the repeated refrains. They retell the story with prompts from an adult. The needs of children with English as an additional language are carefully planned for and provided. A language support assistant specifically for children with English as an additional language sits in the home corner and takes part in role-play with the children using questions well to promote talk: "What is this?" she says, the child replies that it is sugar, "Oh I don't take sugar what shall I do? ". In a Reception class a small group of children independently act out a scene from Jack in the Beanstalk. They decide to repeat it and negotiate roles, the one chosen to be the giant says: "Can I have a drink first and then I'll be your monster? ".

110. All the children enjoy listening to stories. The nursery children show an interest in books and browse in the book corner looking at the pictures. They know that the print tells the story. They enjoy mark making with different tools and write on the small whiteboards with thick black felt tipped pens. In the Reception class the required elements of the Literacy strategy are carefully planned and satisfactorily taught. By the time the children start in Year 1 they know most of the initial sounds of the alphabet and can write their names. Both Reception classes have well-equipped writing areas, with an assortment of pens and pencils and different paper, which are in regular use. All children take books home to read with their parents.

Mathematical development

111. This area of learning is well taught and by the time that children reach the end of Reception they achieve the early learning goals. All the children in the Reception year can count to 5 and many can count beyond. Many understand the concept of "one more". One child tells a member of staff that if she had 8 she would need 2 more to make 10, whilst another child identifies 51 on the number line. They can sort simple 2D shapes and name them. In the nursery most children understand simple positional language such as "on", "in" and "under". They join in the singing of number rhymes and songs. They are becoming familiar with cycle of the days of the week and as they decide that it is Monday one child says in surprise "It's Monday *again*". In the home corner the children use size language as they say the spoon for the teacup is too big and, encouraged by an adult, look for a smaller one.

Knowledge and understanding of the world

112. Children enter the nursery with very little knowledge and understanding of the world. They make satisfactory progress over time but do not achieve the early learning goals before they move to Year 1. In the nursery at milk and juice time an adult passes round a bowl of fruit and urges the children to taste the fruits with which they are not familiar, like pineapple and melon. She names the piece of fruit as each child takes it. Most know only the names of apples, oranges and bananas. The children explore shapes and textures as they stick leaves, grass and potting compost onto paper and the adult supports them by introducing the words "furry", "sticky" and "soft" to enable them to talk about their experience. They show an interest in how things happen when they make footprints on paper with their boots after stepping in a bowl of wet compost.

113. In the Reception classes children use the computer independently, with confidence, as they work through an early reading programme. They control the mouse well and can return to the

menu to select another story. Children chose their own materials to make collages. Their cutting skills are still developing and they have some difficulty controlling the spreading of glue. They begin to use investigative skills as they carry out an experiment, supported by an adult, to find out which objects sink and which float.

114. Teaching is satisfactory overall. The breadth of children's cultural and religious experiences is not adequately reflected in the resources such as the home corner cooking utensils and the dressing up clothes.

Physical development

115. Outdoor activities were limited as the outside area was about to be extensively redeveloped. However, all children had some access to the outside and a selection of building blocks, sand, climbing apparatus and wheeled vehicles were available. Children's physical skills are very poor on entry to the nursery. They respond to rhythm as they dance the Hokey Cokey and most follow the adults' gestures. They crawl through the plastic tunnel on their tummies. They use large arm movements as they paint the outside walls with water using rollers and big brushes. They practise their cutting skills as they cut into jelly. They concentrate as they use pens and pencils to write and draw. Many have poor fine motor skills and are not yet able to draw representations of objects or people.

116. In a physical education lesson in the hall Reception children are not able to respect others' personal space and some climb up the slide as others come down whilst children follow each other much too closely as they walk across a plank. They are slow to stop when the whistle is blown. Malleable materials are always available and children have plenty of opportunity to pull, stretch, pummel, twist and roll play dough and draw and make marks in corn flour and water paste. They also have been building with real bricks and sand, but have less opportunity to work with wood and the associated tools.

Creative development

117. Children start from a low level of skill when they enter the nursery and make good progress through nursery and Reception year. In the nursery children look at themselves in mirrors and try to match the colour of their hair, eyes and skin as, guided by an adult, they draw their faces. A parent works with the children drawing rainbows in thick chalks outside on the ground naming the colours with them. Children work independently at the painting table layering different colours and noticing the colour changes. They sing songs and join in ring games. They show an interest in the way musical instruments sound as they march around outside playing drums and tambours. In a Reception class a group of children sing along to taped music and perform actions to go with the song. An adult works with a group of children painting clown faces and shows them how to use a straw on blobs of paint to create the effect of hair on the clown's head.

118. The children are well supported by adults in developing role-play. In the nursery the children enter fully into the excitement of hiding under a duvet with the adult to escape the notice of the bear during a re-enactment of The Bear Hunt. In a Reception class, helped by an adult, three children act out the story of the Three Pigs with puppets. In the Reception classes children use props and other resources to initiate their own imaginative play.

ENGLISH

119. Standards in English in both Key Stages fall well below the national average according to data for 2001. There has been a slight improvement in results for 2002 and the school has met its own targets.

120. By the end of Year 2, pupils' reading and writing fell well below Level 2, the national average. The number of pupils achieving Level 3 (the higher level) in reading were well below the national average, whilst for writing there was a slight improvement and when compared to similar schools standards in writing fall within the average range.

121. By the end of Year 6, results for 2001 indicate that pupils' performance in English was still well below the national average, but in comparison to similar schools performance is better and standards are just below average. Results for 2002 show an improvement in standards which pupils achieve, although at the time of the inspection it was not possible to compare the results to national averages. There is also an improvement in the latest results of pupils achieving the higher than average levels. However, there is a large proportion of pupils not achieving the national average of Level 4. Standards for English remain below national expectations and similar to the last inspection overall.

122. The large numbers of pupils who enter school beyond Reception age affects standards in Key Stage 1 and Key Stage 2. There are also a large proportion of pupils for whom English is an additional language and whilst many make good progress in learning the mechanics of reading, their understanding of complex texts is not always fully supported.

123. Staff have developed good systems for analysing results in both Key Stages and are able to track pupils' progress in all years by using optional tests and other assessment tools. This has helped them to focus on groups and individuals who need extra help in areas where there have been gaps in basic skills.

124. Speaking and listening is below average in Key Stage 1 where pupils have very low attainment on entry. Systems are in place to improve pupils' abilities, including bi-lingual support for those with English as an additional language. Some pupils are very willing to chat about their immediate experiences but others need a great deal of prompting whatever their ability. They answer questions in lessons well, putting up their hands and not shouting out answers, demonstrating good turn taking and listening skills. Many answers, however, are short phrases or single words.

125. Key Stage 2 pupils also have speaking and listening skills that are below average. The main feature is the shorter sentences used in replying to questions, this being observed in pupils who have English as their first language. For instance, in one Year 5 class their sentences were observed as being not only short but also ungrammatical.

126. By the time pupils reach the end of Key Stage 2 their ideas are maturing. This is demonstrated by some good examples in Year 6 classes in personal, social and health education during 'circle time'. Here they have the opportunity to talk about their future and are encouraged to talk about university as part of the impetus to raise pupils' expectations. They are becoming more confident about speaking in public and will put on plays about subjects they have studied, such as Lord Shaftsbury and the campaign against child labour. They demonstrated this well in an assembly but the audience, unless they were at the front, did not get as much benefit as they ought to have done due to the extremely noisy air conditioning system.

127. Attainment in reading is low at the end of Key Stage 1. Some pupils have satisfactory mechanical reading but have difficulties in understanding the text. The books pupils are reading are not always matched to their experience, for instance, a boy of Somali background was able to read the words well. He read fluently, used initial sounds and could break longer words into syllables when necessary. His understanding of the text in Robin's Hood, the legend of Robin Goodfellow, was limited because some of the terms used were beyond his experience.

128. In Key Stage 2, pupils in Year 3 are also at a low level of reading ability with few reaching average levels for seven year olds. Even by Year 4 the majority has not progressed beyond what is expected of pupils in Year 2. For instance, in one Year 4 class only five pupils have progressed beyond these expected levels. By the time pupils reach Year 6 many have become fluent readers in that they can use strategies to read unknown words quickly. Good understanding of text is limited to those pupils with higher ability, who form a small group. Pupils with English as an additional language make good progress in reading when they are not new to the school. However, some language conventions in some books are not fully understood, for instance a comic strip story with age appropriate interest, particularly for boys, introduces such words as 'legging it', 'bunking off' and 'truant officer'. Care needs to be taken in selecting books or explaining words to improve pupils' understanding as well as their ability to decode the words.

129. In some Key Stage 2 classes the 'everyone reading in class' (ERIC) has purpose, requiring pupils to complete tasks whilst reading. For instance, in one class they are asked to find specific types of words for use in a subsequent lesson. Pupils take books home regularly and most pupils in Key Stage 1 read to their parents or carers. Pupils with English as an additional language also read at home, with some reading to older siblings. By the time pupils are in Year 6, the few more able pupils are reading a large number of books. One pupil identified as highly able is studying characterisation in Lord of the Rings alongside her teacher.

130. The electronic library is better used now pupils have improved their computer skills. This system allows pupils to read and access help for unknown words. A diagnosis is printed for teachers and pupils to monitor progress. Clear improvements can be seen in their records, which show how many words are unknown or mispronounced, the speed of reading and how much help is sought. It does not test, however, pupils understanding of the text. The electronic programme 'Starspell' is also used to improve pupils spelling skills.

131. Pupils' writing at the end of Key Stage 2 covers a wide range of ability. In the Year 2 classes there are opportunities to write in many situations, on whiteboards in whole class sessions, in formal group tasks and in writing corners such as the travel agents set up in classes at the moment. Less able pupils need a high level of support having immature letter formation and few spelling skills, for instance 'w d a hay k fom?' translates as 'Where do hamsters come from' written underneath by a member of staff. Pupils that are more able can write long pieces of work with full sentences, use common spelling patterns, and attempt complex words such as *Egypt* for Egypt. Concentration by teachers on writing skills has contributed to the raised standards in the end of Key Stage tests.

132. By Year 6 pupils who are more able can sequence their work well and are consistent in correctly spelling common words. Good attempts are made at less common words such as *illustrater* and *extraourdinary*. Many pupils are still using pencil rather than pen and a significant proportion often revert to non-cursive writing. Most pupils progress well over the year in layout and presentation and they also produce an acceptable amount of work. Only a few pupils show consistent lack of finishing tasks and these are usually amongst the less able pupils where progress over the year is slower.

133. The quality of teaching overall is satisfactory or better. Teaching is slightly better in Key Stage 1 where 60 per cent of the lessons observed were good or very good and no unsatisfactory lessons were seen. The number of temporary teachers across the school means that co-ordinators need to ensure that they are fully conversant with the English system and the national literacy strategy. There are good and very good examples of teaching by temporary teachers as well as permanent staff. In those lessons deemed unsatisfactory in Key Stage 2, which are very few, there are elements of good teaching. Teachers choose texts that are suitable to the ages and abilities of pupils when delivering the literacy strategy but more care is needed in the choice of individual reading material. In the better lessons, teachers use good questioning techniques to

improve pupils' understanding and use open questions to extend learning for the majority of pupils. There is careful use of choices or closed questions for those who have special educational needs or those at the early stages of learning English in order to create good progress towards the learning objectives. High quality language is introduced in many lessons, a good example was observed in a Year 4 class where the concept of chronology was introduced to the pupils. The teacher explained that the word came from 'khronos', the Greek word for time. This enabled young pupils to understand more clearly what they were learning

134. Teachers' planning and management of pupils is consistently good and assessment is used well to inform their planning in English. Teachers use a variety of teaching methods to enhance pupils understanding; for instance, group and individual work, support from other adults, whole class teaching, computer technology and pupils as teachers. Teachers use time well in the literacy lessons; most are distinct about the sections in the session but a few are less clear, for instance, where the plenary session was not announced and led straight on from the group tasks.

135. Most teachers demonstrate good knowledge and understanding of subjects, particularly in Key Stage 1. There are some isolated examples of misunderstanding in Key Stage 2 but co-ordinators take steps to rectify any difficulties. In some cases, teachers' management of assistants is no more than satisfactory; they are included in planning but some need further direction in class when the quality of interaction between the assistant and the pupil is minimal. For instance, in two cases, assistants were observed to be merely sitting by the pupils they were supporting, using short phrases to prompt. Equality of access to an enriched curriculum was therefore unavailable to these pupils with special educational needs.

136. The co-ordinator for English monitors teachers' planning and organises the assessment for the subject well. There are better systems for tracking pupils' progress and assessment of what pupils achieve is carried out consistently. There is an improvement in the use of assessment in teachers' planning to inform their teaching. Establishment of these systems means there is an improvement in the management of the subject since the last inspection.

137. Resources in English have been improved recently by the allocation of a substantial amount of money to add to the Key Stage 2 library. There are further developments within the school improvement plan to improve resources for the Key Stage 1 library.

138. Although the co-ordinator has had training in observing teachers' practice, this is not yet fully developed. Two days per term are allocated for all of the associated tasks, including subject development, monitoring of planning and observation of teachers. Temporary teachers are a particular focus, with induction for the national literacy strategy, sampling and levelling of pupils' work. The co-ordinator oversees the Additional Literacy Strategy, which targets pupils in Year 4 who need support to improve their reading levels. Funding has been secured for 'RIF'; Reading is Fundamental, allowing pupils in Years 1 and 4 to receive a book each term to take home. Boys' reading is targeted through 'Cool Kits' packs, which contain a non-fiction and a fiction book, word searches and an artefact. There is good support from the governor for literacy, who maintains contacts with the school by working as a volunteer.

ENGLISH AS AN ADDITIONAL LANGUAGE

139. The provision for pupils with English as an additional language is good. The school has maintained its provision since the last inspection. Approximately 42 per cent of pupils come from homes where English is spoken as an additional language. Nearly a quarter of these pupils are at the early stages of learning English and many have arrived in England to join schools in this country in Years 3-6. Many of them are refugees, mainly from Somalia. These pupils often enter the school during the school year, and may have traumatised experiences and disrupted education or not have been to school at all. Consequently many of the learners of English as an additional language start

from a very low base. However, most pupils who are proficient in English achieve well. Fifteen out of 20 pupils with English as an additional language attained Level 4 in English in the 2002 national tests which constitutes 57 per cent of the school's results.

140. The good management and co-ordination of provision helps the school to work effectively towards raising the achievement of these pupils. The school carefully considers the needs of pupils from different ethnic groups and pupils who arrive in the middle of the school year. The Ethnic Minority Achievement Grant has been targeted well through deploying specialist teachers and multi/bi-lingual teaching assistants. There are well thought out arrangements for targeting support for pupils, based on their identified needs and supporting early stage learners across the school is a priority.

141. The standards of work produced by the early stage learners are well below national expectations, as they have not yet acquired enough English to work at a level expected for their age. However, they make sound progress in language acquisition, given that they are beginners in English on entry to the school. The pupils achieve well in literacy, particularly in speaking and listening through targeted support given by the specialist staff. This progress continues and towards the end of Year 6, the majority have acquired the necessary language skills to participate in lessons.

142. Teaching consists mainly of in-class support, but there are occasions when small group work outside the class is set up through joint planning with class teachers. The quality of teaching is generally satisfactory. In the lessons observed, the specialist teacher showed a secure knowledge of how to develop the English language skills of bilingual learners through other subjects of the curriculum. There was a clear focus on developing the pupils' speaking and listening skills. The teaching assistants use suitable methods and visual resources, which enable pupils to develop understanding in English. The school has promptly introduced the Qualification and Curriculum Authority's scale for assessment. The needs of pupils are carefully assessed and progress is effectively monitored.

143. The whole ethos of the school is one of inclusion. However, limited efforts are made to promote the pupils' cultural tradition and home languages to raise their self-esteem and confidence. The school's links with parents are good. They receive, if needed, feedback and support from staff from the same language backgrounds. Parents are consulted on their children's targets and receive information on their progress.

144. The current level of staffing is adequate to meet the needs of pupils at the early stages of learning English but not sufficient for enhancing the performance of the higher attaining pupils. In order to improve the provision further, the school needs to develop the skills of class teachers in developing strategies for supporting the learning needs of pupils.

MATHEMATICS

145. Pupils in Year 2 are attaining in line with the expected standards for their age. In 2001 standards in the national tests were well below those achieved nationally, although broadly in line with those of similar schools. The national test results for 2002 were similar to those of 2001. However, standards throughout the school are now improving following the effective strengthening of planning and teaching. Standards in Year 6, although also rising, are still below those expected nationally. The results of national tests for 11 year olds in 2001 were well below the national average and below that of similar schools. The school's average percentage of pupils achieving Level 4 in 2002 was also low. However, the results in 2002 were, in part, a reflection of high staff mobility. For pupils in both Year 6 classes, this was the only year during their time in the school in which the same class teacher taught them for a full year.

146. There are no marked differences in the performance of girls and boys. Pupils with English as an additional language make satisfactory progress and those with special educational needs make good progress.

147. In Year 2, pupils count on or back in tens from any number to or from 100, apart from a small number who still have difficulty counting on in ones from 10 to 20. They double and halve numbers to 20; record mental calculations using the plus, minus and equals signs to make a number sentence and begin to recognise that addition can be done in any order. They total coins in a variety of ways to make a given amount under £1 and classify and describe some features of 3D shapes such as hexagons, octagons and pentagons. They use pictograms: for example, they record their favourite foods and interrogate the data. By Year 6, pupils understand fractions and all but a few can convert them to decimals. They put decimal fractions in descending order. They understand that addition is the inverse of subtraction and multiplication is the inverse of division and use this to check their results. They use and interpret a variety of graphs in subjects other than mathematics; such as graphic representation of the effects of different conditions on growing grass in a science project. They are beginning to use calculators effectively to check their answers. Pupils are generally insecure in estimating. The more able can do mental calculations quickly in their heads, but throughout the school pupils lack sufficient skill in devising and using strategies to support their mental calculations. These skills are not consistently developed in all lessons.

148. The quality of teaching is at least satisfactory and often good. In Key Stage 1 it is good. In the lessons observed in Years 3 and 6 teaching was good in three classes and very good in one. All pupils make satisfactory progress in learning and in many classes their progress is good. Teachers make good use of lesson time and work is set for three different levels of ability. However, work for the most able is not always demanding enough to enable them to increase their skills and knowledge.

149. In the good lessons teachers ask questions that are at different levels of difficulty to ensure that all pupils are engaged in learning. In these lessons, teachers frequently give the pupils small whiteboards on which to write their answers to mental maths questions during the mental maths session so that they can check who has understood. They also ask pupils to explain the different ways in which they tackled the calculation. Where teaching is good, praise is given for effort as well as for correct answers and there is a noticeable learning ethos in which pupils value each other's achievement and try hard to do their best. For example, at the end of one lesson a pupil suddenly understood how to change a fraction into a decimal and all the class clapped spontaneously. Generally pupils enjoy lessons as they are well structured and interesting. Teachers adhere to the school's code of conduct and behaviour policy and are very successful in managing quite challenging behaviour. Nevertheless, in three classes in Years 4 and 5 the flow of teaching and learning is disrupted intermittently by the poor behaviour of two or three pupils. Lessons last for at least an hour and for many pupils, particularly the younger ones, this is too long to sustain intense concentration.

150. Teachers are now familiar with the National Numeracy Strategy, which they use effectively. Planning is good. The same lessons are taught in parallel classes ensuring consistent curriculum coverage and all follow the three-part lesson structure. What is to be learned in lessons is clearly identified and is shared with pupils at the start of lessons. Lessons end with an effective assessment of what has been learned. There is a good, sustained focus on the acquisition of a mathematical vocabulary. Teachers model the vocabulary consistently and pupils' knowledge of mathematical words is appropriate for their age.

151. Although the use of information and communication technology was planned for in most sessions, it was only observed in a few classes. In these classes pupils worked confidently on programs which supported the lesson. For example, in a Year 2 lesson pupils were using a number game putting sausages in a pan, which fitted with the class's work on addition, while in

Year 5 the less able pupils used the computer to work on simple visual representations during a lesson on equivalent fractions.

152. Assessment procedures are good. A thorough and careful analysis of national and other end of year tests is put to good use to ensure that identified gaps in pupils' knowledge are planned for and taught. Information on attainment is used to set annual targets for each pupil and their progress is regularly tracked. Pupils' knowledge, skills and understanding are tested each half term. Although some marking effectively supports pupils' progress by telling them how to improve their work it is not common practice. The management of mathematics is a strength of the school and the considerable support recently given by the local education authority has been used well. The co-ordinator monitors teacher's planning and gives teachers written feedback. Assessment is also monitored regularly and support given to new staff in the use of the National Numeracy Strategy. The monitoring of pupils' work has not yet taken place but has been scheduled to take place this term.

153. The school's improvement since the last inspection and since the HMI visit has been good. The standards attained by a sizeable number of pupils in Key Stage 2 are still below expected levels but the effect of good planning and improved teaching and learning are beginning to have effect. In Key Stage 1 attainment is now close to national expectations.

SCIENCE

154. Science results in the 2001 (and 2002) National Curriculum teacher assessments for Year 2 and tests for Year 6 were well below the national average. Although standards are currently below the national expectations for both Year 2 and Year 6, they have shown improvement over time since the last inspection. This represents sound achievement and progress for both age groups given the level of attainment of the pupils on entry to the school, which is well below national expectations. There is no significant difference between the attainment of boys and girls. The improvements have resulted from careful planning, an increasingly systematic approach to coverage of the full science curriculum and some good teaching. Pupils' attainment is better in the knowledge and understanding aspects of the science curriculum. Standards in investigational work are less secure because the recent improvement in planning and assessment has not had enough time to have full impact on pupils' attainment in this area yet.

155. By the end of Year 2, pupils learn about healthy eating and describe different categories of food, such as 'everyday food' and 'treats'. They are beginning to develop their scientific enquiry skills through investigations, for example, how exercise, such as, running, makes one tired. Teachers plan their lessons well and manage pupils effectively so that they can undertake practical activities sensibly. Pupils in Year 1 are beginning to consolidate their knowledge about similarities and differences between animals. In a Year 2 lesson on 'growth' pupils explore how babies need to be looked after while they are growing through careful questioning to the carer of the baby who was invited to their classroom. The teacher successfully managed the whole class activity by preparing the questions with the class and explaining how they needed to treat the baby with care and sensitivity. Pupils in this lesson successfully grouped different objects needed for babies, toddlers and adults, displaying their growing understanding of what they need at the different stages of growth. In Years 3 to 6, teachers continue to plan a range of activities to develop further the pupils' scientific knowledge and understanding. In each year group, pupils are given opportunities to learn about all of the expected aspects of the science curriculum. Scientific enquiry is beginning to develop through investigations, for example on factors affecting plant growth, rates of evaporation and the ability of different materials to conduct sound. The activities that teachers plan for their classes elicit positive responses from the pupils, who very largely, enjoy their science work. There are some good examples of effective questioning, where teachers challenge pupils and draw on prior learning in order to set the scene for their next piece of work. In a Year 6 lesson on eco-system, for example, the teacher built on the responses of the pupils to their introductory session

on the interdependence of plants and animals in different habitats and consolidated their knowledge in this area through investigative work in the school's conservation area. This then enabled the pupils to engage in group-activities where they were discussing their ideas and predicting what would happen if there is a gap in the food chain, for example, one girl questioned 'can we breathe, if there are no plants?' The questioning and ensuing discussion enabled the pupils to articulate their thoughts, share them with others and prepared them well for the group practical activity. As a result, most pupils made good progress in their understanding of the importance of the conservation of natural environment.

156. Overall the teaching of science is satisfactory. Teachers' subject knowledge is generally secure and enables them to plan appropriate activities for the pupils and to ask suitably challenging questions, which test their understanding of key ideas. Scientific language is developed systematically and pupils are encouraged to use and spell technical words with accuracy. Pupils are also required to explain their ideas, which helps to reinforce their speaking skills. All pupils, including those with special needs and those at the early stages of learning English, are making satisfactory progress.

157. It is in the area of scientific investigation that further work needs to be done if standards are to improve. Whilst there is good evidence of pupils progressing in their knowledge and understanding of scientific concepts, planning of their achievements in scientific enquiry is not sufficiently secure to promote effective progression to more challenging investigations. The use of ICT, such as presenting work through different graphs using computers, is also limited. More focused teaching is required to ensure that pupils develop their skills further and use investigations to consolidate their scientific knowledge and understanding.

158. Science is managed effectively since the appointment of the new co-ordinator. The co-ordinator is well aware of current strengths within the science provision. She knows, through effective monitoring of plans and discussions with staff, what needs to be done to secure further improvement. Classroom observations are yet to be developed and are planned in the school improvement plan.

ART

159. No lessons in art were observed during the week of the inspection, and there was not enough evidence to form secure judgements on attainment or teaching. Some individual pieces of work completed by Year 6 pupils reach the appropriate standard, but samples of work from other year groups were of variable quality. The last full inspection of the school, in 2000, found standards at the end of Year 2 to be in line with those expected, but there was not enough evidence to make a judgement on standards at the end of Year 6. Art has a relatively low profile in the school, and the subject is not used effectively to promote pupils' spiritual and cultural development, except within the Centre.

160. Art and design is taught in alternate half terms and no art teaching was planned for Years 1 and 2 during the period of the inspection. Pupils do have some suitable opportunities to draw and paint when responding to other areas in the curriculum. For example, they painted self-portraits at the beginning of the school year, and these make a lively display in the Year 1 and 2 classrooms and corridors. The limited evidence available for Years 3 and 4 indicate that skills and techniques are not systematically developed in all classes as pupils move from year to year. Some satisfactory Year 3 work on shape and pattern showed that pupils' skills and understanding were developed appropriately over a number of weeks. Little progression was observed in samples of work from last year's Year 4, and work was generally below the standard usually seen at this stage. Where skills and techniques are taught, pupils produce work of a better standard. This was seen where Year 5 pupils produced observational drawings of fruit, and expanded their sketches into pictures. There was only limited evidence of pupils using the work of established artists as a

stimulus. Pupils in Year 6 analysed various pictures and commented, sometimes quite thoughtfully, on the shape, materials, texture and techniques.

161. In previous years pupils have used sketchbooks, but this is no longer the case. As a result pupils have no way of keeping a record of the development of techniques and ideas either during a topic, or over a longer period. The school continues to use a nationally approved scheme of work as a basis for teachers' planning. While this ensures that pupils have the opportunity to undertake an appropriate range of art as required by the National Curriculum, it does not, on its own, provide enough guidance for teachers who have limited subject knowledge. This is an area for development.

162. Although pupils have some opportunity to work with fabrics there was little evidence of 3D work. Information and communication technology is now being used appropriately to support pupils' work in some aspects of art, for example to explore pattern. There is little evidence, except in Year 6, of pupils being encouraged to explore the ideas of artists from different cultures and times.

163. A new co-ordinator was appointed early in the school year. She is already aware that much needs to be done to develop the subject and to support less confident teachers. Simple, but satisfactory procedures for assessment are in place, although the school has not yet developed a portfolio of work to support teachers in their judgements. However, there are missed opportunities for the development and study of art from different cultures around the world and little or no reference to art from pupils own different cultures.

DESIGN AND TECHNOLOGY

164. Standards are below the national average for pupils at the end of Year 2, and average for pupils at the end of Year 6. Judgements are based on the one lesson observed, scrutiny of pupils' work in their books and displayed around the school and discussions with pupils and teachers. It is not possible to judge progress since the last inspection because no judgement was made on that occasion.

165. In Year 2, pupils design and make a model vehicle for a specific purpose. They draw designs for it and identify the materials needed to make it and the tools to be used. They then write about why they had made the vehicle, the less able pupils using the computer; pupils' writing skills range from average to below average. This evidence, together with that from photographs of the completed vehicles shows that overall the pupils attain at a level just below expectations for their age in this subject. The more able pupils produce creative designs and models accompanied by perceptive written evaluations of them, with statements about how they could be improved. Other work involves pupils identifying and labelling drawings of different component parts of vehicles. In the better work, pupils produce clearly drawn and labelled drawings of wheels and axles, and give thoughtful written reasons for difficulties in constructing them. Pupils also demonstrate their skills in sewing when making hand puppets.

166. Pupils with special educational needs in the centre design and make models of monsters and space vehicles. They achieve well in making labelled drawings of their finished models, showing the component parts and how they work.

167. Pupils in Year 4 construct money boxes from wood and cardboard. They draw designs and learn to apply measuring skills, and to use tools such as a saw with safety. Some construct electrical circuits to connect alarm systems to their boxes. They write competently about the materials used and the methods of construction, evaluating the whole designing and making process. In Year 5 pupils make musical instruments from their own designs. They show good knowledge of the materials used and the construction processes employed. They also design and make biscuits, and learn about packing and food hygiene.

168. Teaching is satisfactory overall. Lessons are well planned with clear learning objectives, and resources are well organised and readily available for use. Safety and, where appropriate, hygiene considerations are stressed and pupils are stimulated and interested through skilful questioning by the teacher. In Year 2, teachers' constructive comments written in pupils' books provide helpful feedback on the quality of their work and how it could be improved. Teachers demonstrate sound subject knowledge when teaching pupils to design and make model vehicles, and match work well to the needs of the pupils. Pupils with special educational needs in the centre achieve well when a clear brief is given to them by the teacher. Questions such as 'What am I making?', 'Why am I making it?', 'What will I need?', 'How will I join them?', 'How can I make it move?' and 'How can I test it?' provide a helpful framework of guidance for them, and enable them to work with confidence. They are ably assisted in their writing by the teacher.

169. The subject co-ordinator has been in the post for only three weeks, but is keen to develop her role and the subject. The school plans to send her on courses to develop her skills, and additional support will be provided by the advisory staff of the local education authority. The scheme of work, based on Qualification and Curriculum Authority (QCA) guidelines, was updated earlier this year by the previous co-ordinator, the school has an action plan for the subject, and the policy is to be updated in 2002. There are plans to monitor teachers' planning and assessment of the subject, and to sample work along the lines of the school's policy on termly work sampling. However, there is a need for a full audit of the school's resources for the subject, and the resources in the central resource centre are in need of reorganisation.

GEOGRAPHY

170. By the end of Year 2 and Year 6, the standards reached by pupils are in line with the national average. Judgements are based on two lessons observed during the inspection, together with evidence derived from scrutiny of samples of pupils' work in their books and displayed on classroom walls, and discussions with pupils and teachers. Standards have improved since the last inspection when it was judged that most pupils produce work which is below that expected for their age.

171. In Reception, pupils learn about the local area through a topic on 'Our Homes and Families'. They make models of their houses which are linked on a display to a street map of the locality of the school and photographs of their houses. In Year 2 they learn about distant places and the map of the world through following the travels of Barnaby Bear. They make drawings of different types of landscapes, such as mountains, forests and deserts, and name significant places such as New York, Paris and the Pacific Ocean. Through role play in a simulated travel agency in the home corner, they widen their knowledge of world geography, and produce good quality picture postcards of places they might have visited. Teachers pose key geographical questions such as 'where would you like to go on holiday?' However, in some cases, pupils' written work is unsatisfactory, and lacks evidence of geographical learning.

172. In Year 4 and Year 5 pupils learn about places across the world through examining the countries from which some pupils' families had migrated; they make a study of Chembakolli, a village in India. In Year 5 they develop their map work skills, and use ICT and atlas maps to support their study of North Wales, showing a clear understanding of mountain and coastal environments. In Year 6, pupils study environmental geography and show a sound understanding of the causes of atmospheric pollution and acid rain. They demonstrate skills in map work and understand about grid references and scale, but there is little evidence of pupils drawing maps themselves. In the centre, pupils from Years 3 to 6 produce a map of an imaginary planet with routes on it, and show effective use of symbols and a key.

173. Teaching is satisfactory overall, and in some lessons it is good. Where teaching is good, planning is thorough with well defined learning objectives appropriate to the national curriculum programmes of study for geography, and high expectations of the pupils. All pupils have positive attitudes to learning, and behave well. In a good lesson in Year 2, the teacher introduced key geographical vocabulary, and used maps and photographs to teach pupils about significant aspects of three different places. Good provision was made for pupils with special educational needs, and all pupils achieved well. However, in some cases teachers' written comments on pupils' work lack attention to their geographical learning.

174. The subject co-ordinator, who is a newly qualified teacher, has only recently been appointed to the post, and so the headteacher is currently providing support. Due to staff changes, there have been four co-ordinators of this subject in the last two years. Monitoring of the work of other teachers is achieved as part of the work sampling across the school; some non-contact time is allowed for the co-ordinator to undertake her work. Schemes of work are based on the Qualification and Curriculum Authority (QCA) schemes, and it is intended to use a similar planning format to that currently used in science. The School Action Plan shows that geography will be reviewed and developed in 2002-3. Resources are stored centrally and are also held in teachers' classrooms. An audit of resources is planned, and extra resources including resource packs, are to be purchased. Some globes and atlases are ready for replacement, and the range of geography books in the school library is limited.

HISTORY

175. The standards reached by pupils at the end of Year 2 and Year 6 are in line with the national average. Judgements are based on the lessons seen in Years 3, 4 and 5 and on scrutiny of samples of pupils' work in their books and on display in the school, as well as discussions with pupils and teachers. It is not possible to judge progress since the last inspection, because on that occasion judgements were not made on attainment, progress, teaching and learning.

176. In Year 2, pupils sort toys into 'old' and 'new' and record this visually on a wall display. They learn about homes in the past, and how they differ from those today. They study famous people such as Florence Nightingale and know about her contribution to the relief of suffering in the Crimean War; some pupils recall many aspects of her life in detail. They learn about the purposes of Remembrance Day, and discover about the Great Fire of London.

177. In Year 3, pupils make a study of the Tudors and draw Tudor portraits; they examine a Tudor house and show detailed knowledge of aspects of domestic life in Tudor times. They learn about Henry VIII and why he had six wives. Year 5 pupils study the Romans and are knowledgeable about Julius Caesar. They also study the Anglo-Saxons and the Vikings, and showed particular interest in the Viking long boats, of which they had made models. They enjoyed writing news reports on the Anglo-Saxons. In Year 6 they study the Victorians, and there are many good examples of pupils' writing in their books about life in this period. For example, they write diaries of a factory worker, a factory owner or a coal miner, and show real empathy for the lives of people working in the industries of Victorian England. They study the lives of Victorian children, and write compelling illustrated accounts of a match girl. In the centre, pupils with special educational needs combined history with artwork in producing an attractive display of objects from Ancient Egypt, including pyramids, mummies and canopic jars.

178. Teaching is satisfactory overall. The scrutiny of work in Years 3 to 6 shows that teachers have good subject knowledge, especially in Year 6, and that sound provision is made for pupils of all abilities, including those with special educational needs and those for whom English is an additional language. Teachers have constructed timelines around the walls of several classrooms, which help pupils to set historical events in a time context. However, in some lessons there is limited evidence of the use of historical resources and artefacts to enliven pupils' learning and stimulate

them, and these lessons lack imagination. Pupils' behaviour in the lessons observed was satisfactory, they showed interest in what they were learning and they worked hard at the tasks set for them.

179. The subject co-ordinator has only been in the post for three weeks, and has no background knowledge of the subject. Due to changes in the school's staffing, there have been five subject co-ordinators in the past two years. However, the headteacher has plans for the development of the subject, including using the school site as a resource, and there are plans to monitor teaching later in the term and to develop the use of ICT in the teaching of the subject. The school action plan for 2002-3 identifies the review and development of history, and it is intended to seek support from the local education authority advisory service to help implement this. The school currently bases its scheme of work on the Qualifications and Curriculum (QCA) scheme. Overall, resourcing for the subject is satisfactory, although arrangements for the organisation and storage of resources could be improved. Resources are supplemented by the loan of topic boxes from the local library, and visits are made to places of historical interest such as the local museum and the Tower of London.

INFORMATION AND COMMUNICATION TECHNOLOGY

180. The school has successfully tackled weaknesses in ICT highlighted at the last inspection. Standards have improved significantly and good progress has been made over a short span of time. As a result, pupils, currently in Years 2 and 6, attain the expected levels for their age. Some shortcomings remain, but these have largely been identified by the school and plans prepared for their elimination. The school is now well placed to raise standards further.

181. The recent introduction of the new computer suite is having a beneficial effect on the rate of progress made by the pupils and the standards that they are achieving. Pupils are now taught the full range of skills required by the National Curriculum, with lesson planning based securely on a thorough scheme of work. Pupils across the school are making good progress.

182. Lessons are well planned and benefit from the use of the scheme of work so that skills can be built up systematically as the pupils move through the school. As a result the pupils' skills develop progressively. This can be seen through the more advanced work by Year 6 in using hyperlinks to find information on the internet. Most of them copy required information from internet and paste it successfully into a word-processing program for publication. Year 1 pupils were observed to manipulate the mouse and the icons correctly to create models on the screen. They understand that a computer model is not an exact replica of the original. Most pupils develop secure keyboard skills. Pupils also learn how to control the movement of items on the screen using the mouse and cursor keys effectively. For example, Year 2 pupils used the 'straight-line and flood-fill tools effectively to create their own designs in the particular style of 'Mondrian's' art-work. Pupils responded well to teachers' high expectations. They work hard in pairs, sharing ideas as they learn to use different programs and skills, such as retrieving and saving their files and are pleased to demonstrate in front of the rest of the class. These control skills are extended well in Years 3 and 4 as pupils learn to use 'character hunt' to construct repeating patterns. Pupils also have the opportunity to learn how to search for and retrieve information from a CD or from the Internet.

183. The quality of teaching is good overall and all staff have been trained effectively to teach computer skills, how to use the resources and how to put over new material. Most teachers plan lessons carefully and have a secure understanding of the properties and potential of the software used. As a result, most pupils make good progress in lessons. The practice of carefully organising pairs of pupils to work on tasks at a computer enables pupils with special educational needs and English as an additional language to be supported well by others, and they make similarly good progress. Computers and other equipment, such as head-phones, tapes and 'Roamers' are used to support learning in other subjects, such as art and mathematics. However, the use of

programmable devices is very limited in Years 3-6. The school is aware of this and plans to develop it are already outlined in the school development plan.

184. The good progress made since the last inspection has been achieved in the last two years, since the school appointed a new co-ordinator. The school has invested well in training all staff in increasing their expertise in teaching ICT skills, using the New Opportunities Fund. In addition valuable support has been sought from the local education authority's consultants and the improvement in resources. The subject is managed well. Planning and pupils' work are monitored effectively, although the quality of teaching is not monitored consistently. A clear and effective system for assessing pupils' progress has recently been put in place and is being used consistently. Resources are good and are being developed further.

MUSIC

185. Standards in music are in line with national averages for pupils in Year 2 and pupils in Year 6 are achieving at standards expected for pupils of this age in most areas of the subject. This is similar to the previous inspection findings. Pupils really enjoy music and in particular the practical aspects of it.

186. Pupils in Years 1 and 2 learn to sing tunefully and memorise a range of songs. In Year 2 pupils tap out simple rhythms, using untuned percussion, and listen carefully to their partners' patterns in order to copy. They demonstrate their knowledge of high and low sounds with the use of a glockenspiel. Whilst many pupils find it hard to do this at the start of the lesson, by the end they show that they make good progress as they are able to demonstrate their new knowledge to their friends by playing high and low sounds on the glockenspiel. Pupils in Years 3 to 6 further develop their skills in rhythmic patterns. Pupils in Year 3 thoroughly enjoyed a demonstration lesson given by a music teacher from the 'Hounslow Support Service.' They copied and joined in rhythms started by the teacher. They found this quite difficult, but persevered so that by the end of the lesson the majority of pupils were able to follow the simple rhythms to a much better standard. By Year 6, a small number of pupils work out the structure of a song, explaining that it is made up of an introduction, verse and chorus. This is quite low attainment for pupils of this age when compared to national averages. Pupils in Years 3 to 6 sing reasonably tunefully and show some enjoyment when singing in music lessons and in assemblies. However, they lack enthusiasm and appear slightly reticent to sing in front of others. It is a pity that there are limited opportunities for pupils to join in singing. For example, there were missed opportunities in assemblies where pupils were not given the opportunity to sing. Teachers are good role models and encourage pupils to develop their musical knowledge. All pupils, including those with special educational needs and English as an additional language, are fully involved in lessons and join in.

187. The quality of teaching during the inspection ranged from satisfactory to very good. Many teachers do not have sufficient subject knowledge to feel confident in the teaching of music. The school is aware of this and has recently appointed a new music co-ordinator, to support these teachers. In order to increase teacher's knowledge and confidence a teacher from the 'Hounslow Support Service' is currently in school giving demonstration lessons for those teachers who would like to increase their knowledge. In very good lessons, given by the support service, the teacher shows excellent subject knowledge, very clear expectations and supports the development of pupils' musical skills well. The pace is quick and challenges pupils thinking, and learning, systematically building on skills. Most teachers manage pupils well, help them to concentrate, and strive to improve their performance.

188. The subject is lead by a newly appointed co-ordinator, who has positive ideas of how she wants to see the subject develop within the school. In-service training for teachers is planned to help develop teachers' knowledge. Over the past 2 years since the last inspection there has been a large number of co-ordinators in charge of music. This has led to an inconsistency and lack of

continuity in the monitoring and development of the subject. The increase in co-ordinator turnover has mainly been due to the large turnover of staff. The co-ordinator is aware of the shortcomings in the subject. Peripatetic teachers, for example offering lessons in key board and brass instruments enrich the curriculum by making tuition available for those pupils who are interested. There are yearly concerts at Christmas which include a strong musical element, and all pupils are involved in this. However, there are missed opportunities for the development and study of music from different cultures around the world, and little or no reference to music from pupils' different cultures.

PHYSICAL EDUCATION

189. Standards are average at the end of Year 2 and Year 6 in the elements of physical education observed, namely games, gymnastics and dance. Most pupils make good progress, including those with special educational needs and those for whom English is an additional language. Since the last inspection, standards have been maintained.

190. In Years 1 and 2, pupils practise a range of basic movements such as jumping, rolling and balancing, and learn to link movements together. They understand the importance of warming up correctly, and, under careful supervision, learn how to place apparatus in position for their lessons. When selected by the teacher, they are able to demonstrate a skill or movement to the rest of the class. In most lessons, pupils listen carefully to the teacher, respond with interest, apply themselves sensibly and behave well, making considerable effort in their activities. They demonstrate good balance and agility in their movements, both on the apparatus and on the floor, and the majority of pupils achieve well. However, on occasions pupils' responses lack creativity in developing their movements.

191. In Years 3 to 6, pupils continue to develop and apply their skills, techniques and agility as preparation for playing competitive sports, and many learn to cooperate and work together as members of a team. They play well together irrespective of gender, and show enthusiasm and determination in their activities. They are able to evaluate and so improve their performance, and become increasingly knowledgeable about fitness and health.

192. Teaching is satisfactory overall, with some good lessons and some which are unsatisfactory. Good lessons are generally well planned and resourced, and equipment used is suitable for the purpose and age and abilities of the pupils. Teachers give clear instructions and are confident in their subject knowledge and class management; they pay careful attention to safe practice. Many perform helpful demonstrations to illustrate what the pupils are to do, and assist individual pupils who need support. They monitor pupils' activities carefully, giving good feedback and encouragement where merited. Some teachers also help pupils to evaluate their performance and to refine their work as a result, and where plenary sessions are held, pupils benefit from the opportunity to reflect on experience and share with others. In unsatisfactory lessons, learning objectives are unclear, tasks are inappropriate, pupils' behaviour is poor and the management and timing of the activities are weak. In such lessons, teachers' expectations of pupils are low and the opportunities for pupils to warm up and cool down are limited.

193. Leadership and management are good. The subject co-ordinator, who is knowledgeable about her job, has been in post for about a year, and followed specialist courses in physical education. She is confident and enthusiastic about her work, and gives feedback to colleagues on lessons she monitors, especially those of newly qualified teachers. She makes checks on health and safety in lessons, and contributes staff development inputs to staff meetings. The school's policy statement has been recently updated, and there is a policy of inclusion across the subject. Schemes of work build upon those of the Qualifications and Curriculum Authority (QCA), and video clips are used to demonstrate dance and gymnastics. Year 6 pupils have swimming instruction by instructors at a local swimming pool. Resources for teaching the subject are satisfactory, with two well equipped halls for indoor work, a school field with running track and pitches for football and

cricket, and facilities for playing basket ball and netball. Books for loan and some specialised equipment are kept in the co-ordinator's room, and are readily accessible. There is a range of extra-curricular activities. These include a lunch-time club for football, with training by the local football club, and clubs for dance and movement and after school aerobics.

RELIGIOUS EDUCATION

194. During the last inspection the teaching of religious education did not meet statutory requirements. This is no longer the case: religious education is taught regularly, and consequently standards have improved, the time allocated follows the guidance of the locally agreed syllabus and teaching is effective.

195. At the end of Year 2 and Year 6 pupils' knowledge and understanding of religious education is in line with the locally agreed syllabus. Scrutiny of pupils' work from last year shows that pupils have a sound base of thorough teaching of the subject on which to build their knowledge and understanding.

196. The quality of teaching is predominantly good or better by the end of Year 2 and ranges from satisfactory to excellent at the end of Year 6. All lessons take account of pupils' personal experiences and faiths, as well as building on what has been previously taught. In a Year 6 class, pupils of many different faiths discuss the meaning underlying the images of Jesus painted by artists from different periods. They show that from their lessons they have acquired a detailed knowledge and depth of understanding of the Easter story. In a Year 2 class, the teacher's skilful questioning helps pupils to use their personal experience of the religious festivals of Eid, Diwali, and Christmas to work out what is happening in a picture of the Buddhist celebration of Wesak. Lessons are usually lively and teachers use a variety of methods to engage pupils' interest. In a Year 1 class, the teacher uses a computer to focus the pupils. She has already got the repeated phrase "A friend is..." on the screen and types in the pupils' contributions as they compose a poem on caring. In a Year 5 class the lesson ends with pupils earnestly recalling and discussing what they have just learned about Judaism with a talk partner. On occasion, activities are less interesting and relatively unchallenging. For example, in a Year 3 class pupils are given worksheets from which they cut out several words for Jewish religious symbols and the sentences that describe them, match them and stick them in their exercise books.

197. Overall, pupils enjoy their lessons, participate with enthusiasm and almost all behave well. Teachers' expectations are high and are generally well met. Their management of pupils is good and common strategies are used consistently to deal with any misbehaviour. Teachers pitch lessons at the right level for children and make connections with every-day life to help them to understand. In a Year 1 lesson the children listen to the story of Ruth and as the teacher tells of the move Naomi and her daughters-in-law make to Moab, she refers to the difficulty of moving to a new country, which many of the children know about from experience. Teachers' subject knowledge is satisfactory. However, in one Year 3 class the teaching assistant does not know the names of the Jewish symbols, which result in pupils being misinformed, although this is corrected by the class teacher. Lessons contribute well to the provision for pupils' spiritual, moral, social and cultural education. For example, in Year 6 the resources for the lesson on Christianity include paintings representing Jesus as black, white and olive-skinned and pupils explore why this is so. In a Year 2 class pupils consider what good deeds they have done and then, with sensitive management by the teacher, are encouraged to think about their bad deeds.

198. Since the last inspection there have been three co-ordinators for this subject. However, the deputy head is now acting as co-ordinator and has, with help from the LEA advisory teacher for Religious Education, ensured that the school's scheme of work meets the requirements of the locally agreed syllabus. A module on humanism is to be added shortly to complete compliance. Planning is thorough and monitored once a term. Visits to places of religious significance and

visitors to the school are sometimes used to enrich the curriculum, but these events are ad hoc and are not part of the scheme of work. The action plan for this year indicates that pupils' work will be monitored and that assessment will be fully implemented. Resources are barely adequate, especially where lessons in parallel classes are timetabled to take place at the same time.