

INSPECTION REPORT

RAVENOR PRIMARY SCHOOL

Greenford, Middlesex

LEA area: Ealing

Unique reference number: 101885

Headteacher: Ms S Crowley

Reporting inspector: Mr N Sherman
16493

Dates of inspection: 29 October – 1 November 2002

Inspection number: 250716

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:	Rosedene Avenue Greenford Middlesex
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Appropriate authority:	The Governing Body
Name of chair of governors:	Cllr Mrs Diana Pagan
Date of previous inspection:	27 April 2002

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
16493	N Sherman	Registered inspector	Mathematics Physical education	The school's results and achievements; How well are pupils taught? What could the school do to improve further? How well is the school led and managed?
1166	R Hussain	Lay inspector		Pupils' attitudes, values and personal development; How well does the school work in partnership with parents?
1963	S Raychaudhuri	Team inspector	English Provision for pupils with English as an additional language	How good are the curricular and other opportunities offered to the pupils?
22147	A Holland	Team inspector	Art and design Music	How well does the school care for its pupils?
24901	M Shaw	Team inspector	Science Design and technology ICT Pupils with special educational needs	
23588	C Ajitsingh	Team inspector	History Geography Religious education	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ravenor Primary School is situated in the London borough of Ealing. It is bigger than other primary schools, with 426 pupils on roll and provides education for pupils in the 3 – 11 age range. Pupils represent a wide cultural background and 66 pupils are refugees. 36 per cent of pupils claim free school meals, a figure that is above average. One hundred and fourteen pupils, 27% of the total number on roll, have special educational needs, which is above the national average. Nine pupils have a statement of special educational needs, a figure that is below the average. The proportion of pupils with English as an additional language is 40% of the school roll, a figure that is well above the national average. The school experiences a high turnover of pupils who start the school at different points of the academic year. The school is about to be rebuilt on the same site. The new building will be completed in September 2004. Pupils enter the school with below average levels of attainment.

HOW GOOD THE SCHOOL IS

The school is effective and provides a satisfactory standard of education. While standards are below average by the time pupils leave the school at the end of Year 6, pupils make satisfactory progress overall. Pupils who stay at the school throughout the whole of Key Stage 2 achieve higher standards in end of key stage National Curriculum tests. Relationships at the school are good. A strong feature of the school's provision is the high degree of care many pupils receive, many of whom are asylum seekers. Teaching is satisfactory with some good features. The school is appropriately managed and the headteacher is effective in establishing a strong team spirit amongst staff. The school provides satisfactory value for money.

What the school does well

- By the time pupils leave the school pupils have made good progress in English.
- Children receive a good start to their education in the Nursery.
- Pupils have very positive attitudes to learning, and behaviour in and around the school is very good.
- The school is very proactive in promoting racial harmony, and the quality of relationships is good.
- Provision for pupils' spiritual and social development is good and for moral development it is very good.
- Pupils who are refugees and those who join the school at different times receive a high degree of personal care and individual attention.

What could be improved

- The management of time during the school day is not fully effective.
- Pupils make unsatisfactory progress in science at Key Stage 2.
- Procedures to assess pupils' progress in the non-core subjects of the curriculum are not developed.
- The planning and use of information and communication technology (ICT) in lessons is insufficient.
- The role of the subject leader in monitoring teaching and learning is under-developed.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in April 1998. Since then it has made satisfactory progress. The school is about to be rebuilt and when completed will offer significantly improved accommodation. At present, the quality of accommodation is still very poor. Most of the other key issues have been tackled. Standards in ICT have improved, aided by good provision in the new computer suite; however, the pace of learning in ICT is restricted by insufficient opportunities for pupils to use computers in their day-to-day learning. The numbers of pupils reaching the expected levels in science at Key Stage 2 have improved since the last inspection, although the use of investigation work is under-developed. Schemes of work have been successfully implemented to support teachers in planning pupils' learning. Other improvements include the procedures for assessing pupils' progress in English and mathematics and using the information to refine planning. The school demonstrates satisfactory capacity for further improvement.

STANDARDS

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

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

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

The information shows that in the 2002 National Curriculum tests at the end of Year 6, pupils reached standards that were well below average in English, mathematics and science. When the results are compared with similar schools, based on the numbers of pupils who claim free school meals, pupils reached standards that were below average in English and mathematics and well below average in science. The results are very much depressed by the high turnover of pupils. When the results of pupils who have remained at the school since Key Stage 1 are evaluated, they indicate that standards were well above average in mathematics, above average in English and average in science.

Pupils in the current Year 6 cohort are below average in English, mathematics and science and slightly better than the most recent tests indicate. This is due to the often good quality of teaching. While pupils make satisfactory progress overall, progress in science is unsatisfactory because teachers do not do enough investigation work to help pupils to learn. Standards in literacy and numeracy are below expectations, and how the school plans to develop numeracy in other subjects is under-developed. Standards in ICT are in line with national expectations and while the progress pupils make is satisfactory, particularly when using the computers in the school's computer suite, it is restricted by insufficient use of computers in many lessons. The school sets appropriately challenging targets for Key Stage 2 pupils in English. These are based on a close knowledge and understanding of their abilities.

The 2002 national test results at the end of Year 2 indicate that pupils' attainment in reading, writing and mathematics were well below average. When compared with similar schools, however, standards were average in reading and below average in writing and mathematics. Inspection findings confirm the picture of attainment in the National Curriculum tests and indicate that standards are well below the national average in reading, writing and mathematics. Pupils make satisfactory progress, however, as they move through each of the classes.

When children enter the school full-time, their attainment is below average. They make good progress while in the Nursery and Reception classes. By the time children enter Year 1, they attain standards in line with the Early Learning Goals in their knowledge and understanding of the world, creative and physical areas of learning. Attainment in communication, language and literacy and mathematical understanding, however, is below expectations.

Pupils with special educational needs make satisfactory progress as they move through the school. Their individual needs are identified early and they are given well-targeted support by teachers and learning support assistants; however, some pupils miss some aspects of other lessons as a result of the school's policy of withdrawing pupils from lessons.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Many pupils have very good attitudes to school and they are keen and eager to attend. They show interest in their learning and work hard in lessons.
Behaviour, in and out of classrooms	The pupils behave very well both in and around the school and are naturally supportive and appreciative of their classmates' achievements as demonstrated in assemblies.
Personal development and relationships	Relationships between pupils are good. They enjoy taking on various responsibilities and the high level of racial harmony is a strong feature of the school.
Attendance	Attendance is broadly in line with the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	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 good in the Foundation Stage and is satisfactory in Years 1 – 6. The teaching of English at Key Stage 2 is good, ensuring that pupils make satisfactory and in some cases good progress. The teaching of mathematics across the school is satisfactory. The teaching of basic skills is satisfactory and good attention is paid to developing pupils' speaking and listening skills. This has a positive impact on the pupils at the school who are at the various stages of learning English. There are shortcomings in the teaching of science at Key Stage 2 where teachers place too little emphasis on investigation work. The teaching of ICT is satisfactory, although there are missed opportunities for pupils to build on the skills they learn in the computer suite in lessons. The teaching of history at both key stages is good. Strengths in teaching at both key stages are the management of pupils and the quality of relationships which help to ensure that pupils work purposefully. The teaching of pupils with special educational needs is satisfactory, although pupils miss some aspects of lessons because they are withdrawn for additional literacy support.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for children in the Foundation Stage is well planned. At Key Stages 1 and 2, the curriculum complies with statutory requirements; however, time during the day is not always used effectively. Extra-curricular activities are very limited.
Provision for pupils with special educational needs	Satisfactory overall. Pupils with special educational needs have their needs identified early and they are given sufficient support in class. The quality of overall provision is compromised by the lack of access to some subjects because pupils are withdrawn for additional support.
Provision for pupils with	The co-ordinator has worked hard to improve arrangements for pupils at

English as an additional language	the various stages of learning English. The provision is satisfactory, with some good features that include monitoring pupils' progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes very good provision for pupils' moral development and good provision for their spiritual and social development. Provision for cultural development is satisfactory. The nature of the school building limits pupils' ability to work independently.
How well the school cares for its pupils	Pupils receive a high degree of care from a hard-working and committed staff who have a good understanding of the children as individuals. Assessment procedures in English and mathematics are effective, although the school has yet to develop procedures to monitor and track pupils' progress in the non-core subjects.

The school has satisfactory links with parents who have a good opinion of the school; however, opportunities for parents to be involved in the day-to-day life of the school are limited.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is very effective in enabling the staff to work as a team and ensures that the pastoral needs of pupils are well met. The senior management team offer good support and ably fulfil their duties, although the role of the subject manager in monitoring teaching and learning is unsatisfactory.
How well the governors fulfil their responsibilities	The governors are effective in fulfilling their responsibilities. They are committed to the school and have a good understanding of its needs and circumstances.
The school's evaluation of its performance	The school is making increasing use of assessment data to plan improvements. Monitoring of teaching and learning does take place, but this is largely done by the headteacher and senior management team. The role of the subject managers is insufficiently developed in monitoring teaching.
The strategic use of resources	Good use is made of additional grants given to the school to support pupils' learning. The school has a secure understanding of the principles of 'best value' and applies them well when making purchases and evaluating spending.

There are sufficient teachers and support staff who are suitably qualified and trained to teach the National Curriculum. Unqualified teachers from overseas are given good support and guidance to help them teach. The quality of the accommodation is very poor and limits teachers' ability to make more creative use of their classroom teaching space. Resources are generally satisfactory, although some computers in classrooms are outdated and slow down learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> How the school promotes and celebrates racial harmony. The good behaviour of many pupils. The degree of care shown to all pupils, 	<ul style="list-style-type: none"> The range of activities provided for pupils at the end of the school day. Raising the amount of homework pupils in some classes are asked to complete.

<p>particularly those children who are seeking asylum.</p> <ul style="list-style-type: none"> • How the school enlivens the appearance of the school despite its poor condition. 	<ul style="list-style-type: none"> • The quality of pupils' annual reports. • More chances to see pupils' achievements in school.
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Inspectors fully support the positive views many parents hold of the school. Inspection findings indicate that pupils do receive a sufficient amount of homework to support their learning in English and mathematics. Pupils' reports are inconsistent in quality and in some classes some comments about children's progress are identical to those made for other children. Inspectors agree with parents' views about the range of activities provided for pupils after school, which is unsatisfactory. The way in which the school gives access for parents to see for themselves the achievement of their children is limited.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the Reception classes with below average levels of attainment, particularly in their communication, language and literacy and mathematical understanding. They make good progress in both the Nursery and Reception classes. By the time they transfer to Year 1, they attain the Early Learning Goals in their knowledge and understanding of the world, creative, physical and personal, social and emotional development. While children make good progress in their communication, language and literacy and mathematical understanding, their attainment is below expectations in these aspects. Children at the early stages of learning English and those with special educational needs make equally good progress, largely as a result of the good support and guidance they receive in many lessons.
2. On the basis of the 2002 national tests at the end of Year 2 (Key Stage 1 SATs), pupils achieved results that were well below the average in reading, writing and mathematics. When compared with similar schools, pupils reached well below average standards in reading, writing and mathematics. These most recent results are a decline from those reached in 2001. This does not indicate a decline in standards but reflects the changing nature of the cohorts of pupils and the high number of pupils with special educational needs in the most recent cohort. In science, the assessments made by teachers show that pupils' attainment is well below average.
3. Inspection findings indicate that pupils' attainment in reading, writing, mathematics and science is well below average and closely mirrors the findings of the 2002 national tests. Standards in speaking and listening are average and pupils are developing the skills and confidence to speak clearly and articulately to a wider audience. Their attainment in reading is well below average and while pupils, including those with special educational needs, make satisfactory progress in their understanding and enjoyment when reading, their ability to read fluently and expressively is under-developed. Standards in writing are well below average. While the overall progress is satisfactory, few pupils are able to write at length and only higher-attaining pupils use appropriate forms of punctuation regularly and consistently in their work.
4. In mathematics, pupils are getting better at solving mental problems but many need constant support and to have concepts regularly reinforced in order to help them learn. Good progress is made in their awareness of shape and measurement and a high number of pupils are able to explain the differences and similarities between two and three-dimensional shapes. In science, pupils' attainment is well below average and their limited ability to remember information hinders learning. Pupils' understanding of the need for 'fair-testing' is well below average. As they move through Year 1 and Year 2, pupils, including those with special educational needs, make satisfactory progress in their learning literacy and numeracy.
5. In the 2002 national tests in English at the end of Year 6 (Key Stage 2 SATs), pupils reached standards that were well below average. When the results are compared with similar schools, standards were below average. In mathematics, standards were well below average and below average when compared with similar schools. In science, standards were well below average and well below average when compared with similar schools; however, this data includes the significant number of pupils who have joined the school at different times during the junior years and the high number of pupils at the school with special educational needs. When the results of pupils who have been at the school since the end of Key Stage 1 are evaluated, a more favourable pattern of attainment emerges. When measured against the national average, pupils reached standards below the average in all three subjects, but well above average in mathematics, above average in English and average in science when measured against similar schools.
6. Inspection findings are that standards in English are well below the national average. These findings closely correlate with the school's test data for the past three years which indicate that standards in English have been well below average. Pupils reach average standards in speaking and listening and although attainment in reading is below average, pupils make satisfactory progress as they move through the school. The main hindrance to the overall pace of learning is the pupils' writing. Pupils understand well that writing may be in different forms and be laid out differently in order to create a particular effect;

however, few pupils are able to write at length or write sustained pieces that hold the interest and imagination of the reader. Their handwriting, spelling and ability to present their work neatly and effectively are well below average for their age.

7. In mathematics, standards are well below average, although pupils' understanding of concepts such as space and measurement are average. Pupils' progress, while satisfactory overall, is hampered by their limited approach to open-ended investigation work and their inability to quickly and effectively work out different ways of solving a problem and then to re-check their answer to determine its validity. Pupils' ability to construct, interpret and infer conclusions from graphs and tables is the weaker element of their attainment. This is often restricted to the construction, for example, of simple bar charts and tables and ICT is insufficiently used. Greater use could be made of computers and accompanying software such as spreadsheets in order to speed up pupils' learning.
8. Standards in science are well below average. Pupils have a weak understanding for their age of living things, forces and materials, and while they have a generally satisfactory understanding of the notion of a 'fair test,' their ability to set up, explore and follow through their own lines of scientific enquiry is under-developed. The overall reliance on worksheets by a number of teachers at Key Stage 2 restricts pupils. As in mathematics, too little use is made of ICT in order to help pupils present their work in a neat and organised way. Overall, pupils make too little progress in both learning new knowledge and in their ability to undertake investigations.
9. In ICT at both key stages, pupils reach standards that are in line with expectations. There has been good improvement in standards in ICT since the last inspection, when pupils' attainment was judged to be below expectations. Pupils understand what it means to 'log on' and 'log off' when working at the computer suite and they understand that the Internet can be used to explore, gather and retrieve information from various web pages. While pupils make satisfactory progress overall, the pace of learning is restricted by the lack of planning for pupils to develop their skills during lessons. There are missed opportunities for pupils to use ICT in, for example, their literacy or numeracy sessions by composing or editing their work or in using software to extend their learning in mathematics.
10. At both key stages, pupils reach standards in line with expectations in art and design, design and technology, geography, history, music and physical education and they make satisfactory progress. In religious education, pupils reach the standards outlined in the locally agreed syllabus and they make satisfactory progress.
11. Pupils with special educational needs make satisfactory progress as they move through the school. When taught in small groups, pupils often make good progress and benefit from the extra support this form of organisation allows. Pupils with a high level of need and who have a statement of special educational needs make good progress towards the targets that have been outlined for them in their individual education plans. However, the nature and organisation of the support given means that some pupils with special educational needs miss important parts of lessons in other subjects and this restricts the progress they make generally. The school is very conscious of the high number of pupils at the school who are refugees and responds in a positive way by ensuring that these pupils receive sufficient support to enable them to settle quickly into the school. The support is effective in ensuring that these pupils make satisfactory and in some cases good progress.
12. Pupils who speak English as an additional language make satisfactory gains in the development of their English. Progress is often good in their ability to use spoken English.
13. Assessment data indicates that there is no significant difference in attainment between boys and girls and inspection findings support this. The school tracks the progress of pupils from different ethnic backgrounds. This data indicates that boys with African cultural backgrounds do less well in English than other groups of pupils. The school has responded positively to this data and is ensuring that teachers closely match work to the needs of these pupils.
14. Despite the difficulties the school experiences with the higher than average number of pupils who join or leave the school at different points of the academic year, it does set challenging targets to raise pupils' achievements in the National Curriculum end of key stage tests. They are below those set nationally for

primary schools, however, because they are based on a close and good knowledge and understanding of the pupils.

Pupils' attitudes, values and personal development

15. Pupils' attitudes are very good. Most pupils look forward to school and are happy, polite and eager to talk to visitors. Parents commented at the meeting that the pupils are proud to belong to Ravenor School. Standards of behaviour in lessons and around the school are very good. Pupils' attitudes and behaviour have improved since the last inspection and this has had a positive effect on their learning.
16. In lessons most pupils are enthusiastic learners who listen and respond well and are keen to participate. Even the youngest pupils in the Nursery understand the routines and what is expected of them and readily comply. They showed their eagerness to learn in a lesson on the story of *Brown Bear*, when they sat transfixed by the teacher's every word and patiently waited their turn to find the right animal when asked. Most pupils settle to work quickly at the beginning of lessons and concentrate well on their individual or group tasks without direct supervision when the teacher gives a clear explanation of what is required. A good example of this was seen in a maths lesson in Year 2 where pupils worked quickly, enthusiastically, co-operatively and in groups and pairs across all the ability ranges. In some lessons however, there were insufficient opportunities for independent work or the instructions were imprecise so that pupils relied too heavily on the teachers to complete their work.
17. Pupils' behaviour around the school and at lunchtimes is very good. They play happily together in the playground and most are aware of the needs of those around them. Their behaviour when gathered as a larger group such as in assemblies is impressive. They walk quietly into the hall and listen very attentively. They sing with enthusiasm and clearly enjoy it. Most pupils were eager to talk to inspectors and delighted in sharing their experiences. They were curious and asked lots of questions. There were five temporary exclusions last year involving boys with challenging behaviour. Incidents have reduced this year with the transfer of a pupil to another school.
18. Relationships are good. Most pupils relate well to their teachers and to each other. Racial harmony is very good. Pupils show an understanding and tolerance of their many different cultures and backgrounds and these are celebrated at events such as the 'International Evening' organised by the Ravenor International Children's Club, which meets each week. Most pupils, from the youngest in the Nursery, enjoy being given responsibilities and carry these out earnestly. Through the school council that meets each week pupils have the opportunity to contribute to decisions on school rules and other aspects of school life. Responsibilities increase as pupils move through the school with the buddy reading scheme and Year 6 referees.
19. Attendance is very close to the national average and punctuality is similar to that at the last inspection. There were a few poor attenders in the previous academic year who skewed the overall figures. Recent records show that most of these have considerably improved their attendance this year with support from the school and the Educational Welfare Service. Punctuality at the start of the school day is satisfactory for the majority but there are a few pupils who are persistently late; the school is working hard with these families to emphasise the importance of prompt arrival. Likewise there are a number of pupils who are not collected on time at the end of the school day, often the same pupils, despite repeated requests from the school. Lessons do not always start on time. There is some slippage before and after break times and also pupils in the younger classes take a long time to change before and after physical education.

HOW WELL ARE PUPILS TAUGHT?

20. The overall quality of teaching and learning is satisfactory, with some strong features. During the inspection, the quality of teaching was very good in 15% of the 78 lessons seen, good in 47%, and satisfactory in 33%. Unsatisfactory teaching was seen in three lessons representing 4% of the lessons seen. There is some variation in the quality of teaching. The most effective occurs in the Nursery class and at Key Stage 2 where there is a higher proportion of very good teaching. The quality of teaching is at the same level as noted at the time of the last inspection, although the teaching of ICT has improved following the creation of a computer suite that is used in support of all classes.

21. The quality of teaching in the Foundation Stage is usually good, and consistently good in the Nursery class. Despite the limitations of the building, teachers are mindful of the need to provide children with regular opportunities to learn through structured, imaginative play. This enables the children to develop speaking and listening skills as well as co-operation by playing with others. A good balance is achieved in providing children with 'free choice' activities to support learning and at the same time providing more formal teaching through smaller group work in order to teach specific skills. Good attention is paid to developing children's skills and confidence in literacy and numeracy and this helps them to make a good start. Effective use is made of learning support assistants, and the warm rapport that all adults quickly establish with the children is effective in ensuring that they quickly learn of the school's day-to-day routines and the expectations of adults. This proves particularly beneficial to children who are refugees and who enter the school with a very limited understanding of English. A particular strength in teaching is the use that teachers make of detailed assessment procedures to monitor progress. Teachers, with a view to planning children's subsequent work regularly evaluate this information, and effectively ensuring that learning successfully builds on what children already know.
22. At Key Stage 1, the teaching of English, mathematics and science is satisfactory. The national strategies for literacy and numeracy have been effectively adapted to meet the particular needs of the pupils. In English, good opportunities are provided for pupils to participate in oral work during the literacy hour sessions and this promotes confidence in speaking aloud to a wider audience. In mathematics, good use is made of mathematics equipment to help pupils learn and abstract mathematical ideas such as shape and measurement. At Key Stage 2, there is good teaching of English and the teaching of mathematics is satisfactory. The teaching of science is unsatisfactory: it is characterised by an overuse of worksheets that add little to pupils' ability to undertake investigative work to promote scientific enquiry and observation. In English, teachers provide opportunities for pupils to participate in discussions, asking questions which enable the pupils to gain a good understanding of the need to listen effectively to the views of their classmates; however, teachers do not have high enough expectations of how pupils present their work. In mathematics, there is an overuse of the school's commercial scheme. Pupils who are quite familiar with the structure and layout of the material in the scheme's workbooks can sometimes lose interest in what they are doing and the pace of their learning often slows. Some teachers at both key stages are effective in promoting literacy and numeracy across the curriculum and provide some opportunities for pupils to practise and extend their skills in other subjects. In the main, however, opportunities to develop writing in other curriculum areas such as science and ICT are under-developed.
23. The teaching of ICT at both key stages is satisfactory. Much of this occurs in the school's computer suite, and is undertaken by the co-ordinator in many lessons supported by the class teacher. Teachers' knowledge of the software is good and much improved following recent training. Computer skills are effectively taught to a whole class and pupils respond with interest and enthusiasm, gaining a satisfactory insight into how technology can be used to support their learning. Teachers are less effective in using computers in the classroom. Frequent opportunities are missed to incorporate or equipment such as tape-recorders to extend learning. This does not reinforce the good progress pupils often make when using computers in the suite.
24. The teaching of history is good at both key stages, enabling pupils to achieve well. Teachers choose interesting activities that successfully capture the pupils' interest and curiosity about the past. These include the organising of talks by visitors that help to reinforce pupils' understanding of how events in the past impacted on the lives of people. The teaching of art and design, design and technology, music, religious education and physical education is satisfactory at both key stages with some strong features. In music, for example, the co-ordinator often teaches particular classes and her expertise and enthusiasm for the subject mean the quality of pupils' singing in both key stages is frequently good. A strong feature of teaching in physical education is the pace of lessons. The pupils respond well to teachers' expectations when practising their skills in small team games and this contributes well to working effectively as a member of a group. No teaching of geography was seen during the inspection and no judgement can be made on the quality of teaching.
25. At both key stages, teachers plan with their colleagues and this helps to maximise the strengths of individual teachers. Teachers plan lessons well. In one very good Year 5 history lesson seen during the inspection, the teacher planned effectively to develop the pupils' understanding of a 'census' by exploring

the jobs people in the Victorian era used to do. By investigating an old map of the local area, pupils learned about how the area where they live has grown in size over the years and that new housing brought an increase in the local population. The good opportunities provided for some pupils at the end of the lesson to share their learning with the rest of the class demonstrated that they had gained a clear idea of the word 'census,' its meaning and how information about the past may be gathered by exploring a range of historical resources.

26. Other encouraging features of teaching at both key stages include the positive manner in which pupils are managed and the warm and often purposeful rapport that teachers have with all pupils. Relationships are based on mutual respect and through clear explanations by teachers, pupils know what they are expected to produce by the end of a session. Time in lessons is generally used effectively and pupils are reminded how much time they have left. The small amount of unsatisfactory teaching seen during the inspection, however, was because teachers did not have precise enough knowledge of pupils to plan effective work for them. In some instances, and particularly in science, higher-attaining pupils are given the same work as other pupils in the class. This hinders their learning. A further shortcoming in teaching is marking. While teachers are supportive in giving oral feedback to pupils, insufficient written guidance is given to pupils on how to improve.
27. The teaching of pupils with special educational needs is satisfactory. All pupils who are identified as having special educational needs have an individual education plan. These are detailed and meet the requirements as laid down in the new code of practice. Targets set are small and it is noted when they are met. Support assistants are deployed carefully and work as members of the classroom team. There is close co-operation between support staff and class teachers and their careful intervention enables pupils with special educational needs to join in the plenary sessions fully and answer the questions. Mutual respect shown between adults and pupils both in and out of the classroom assists learning and helps to develop self-esteem.
28. The teaching of pupils with English as an additional language is often good when they are taught as a smaller group. Pupils who are refugees are fully included in lessons and teachers and learning support assistants often spend additional time with these pupils to help them learn effectively.

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

28. The quality and range of learning opportunities offered to pupils are satisfactory. They are balanced to make them more relevant and inclusive to meet the needs of pupils, as recognised in the last inspection. All areas of the statutory curriculum are in place including sex education, citizenship and drugs education and the school meets the requirements of collective worship and the locally agreed syllabus. The national recommendations for the amount of teaching time each week are met but the management of time during the school is not fully effective and this restricts pupils' opportunities to explore some subjects in more depth. The allocation of time for 'Special Time' sessions at the end of the week could be more usefully employed in improving the opportunities for pupils to explore other subjects at a deeper level.
29. Schemes of work are in place for most subjects, and are used more consistently to plan pupils' learning than at the time of the last inspection. Religious education is included. Planning is good in English, mathematics and some cross-curricular links are also made. Provision for basic skills is effectively made through the delivery of the literacy and numeracy strategies but there are insufficient links between subjects to improve writing, mathematical and information and technology skills. Teachers' planning is sometimes inconsistent within and across year groups in foundation subjects. Extra time is given to reading each day outside the literacy hour and this has a positive impact on pupils' attitudes to reading. Provision for personal, social and health education continues to be good; the additional requirements for citizenship match well the aims of the school and have an impact on pupils' learning.
30. The curriculum is enhanced by the addition of French in Year 6 and special weeks dedicated to subjects such as design and technology and ICT. Visits are made to museums, local places of interest and the Isle of Wight. The school has Internet links with a school near Dartmoor and welcomes visitors such as

theatre groups. During the inspection week, Year 3 pupils enjoyed a performance by a theatre group about the Romans and Year 4 listened well to first-hand experiences of World War 2 from individual speakers. There are, however, no after-school clubs or other activities to enrich the curriculum.

31. Pupils with special educational needs and those who are at the early stages of learning English as an additional language are given adequate support. Their needs are assessed and identified soon after joining the school and they are supported appropriately through groupings in lessons, but they are sometimes withdrawn from classes which restricts their access and equality of opportunity. Individual action plans for pupils on the special educational needs register are satisfactory; pupils with statements are given suitable support and their statements are reviewed regularly. The provision for gifted and talented pupils is in its early stages, though there is a policy. The school promotes racial harmony well and pupils are respectful of each other and adults. Staff are broadly reflective of the wider school community and there is a good gender balance in the teaching and support staff to provide role models particularly for boys.
32. There are effective links with other local primary and secondary schools and with the local education authority. Close links have been forged with an adjacent secondary school to support and extend pupils' learning.
33. The overall provision made for spiritual, moral, social and cultural development is good and has been maintained at this level since the last inspection.
34. Spiritual provision is good. It is promoted mainly through assembly, personal, social and health education, music and religious education. There is a daily assembly which includes acts of collective worship and reflection time. Assemblies observed were on celebrating successes, good behaviour and hard work and treating others well. There is an emphasis on kindness and politeness, helping each other, friendship and working well. Each assembly had a moment for thought and reflection. As there are plans for a new school building, pupils enjoy singing the *Building Song* with gusto. Assemblies are sometimes used as opportunities for pupils to share their intentions and concerns for others. Aspects of the religious education programme such as the meaning of light and darkness and the effective use of candles to create atmosphere also contribute in the development of the children's spirituality. Other examples seen were in an information and communication technology lesson, where the rotation of a shape caused pupils to gasp with surprise. In a lesson observed in the Nursery, children looked at dry leaves under a magnifying glass with awe and wonder. The mixing of colours to make a different one, caused much excitement and a sense of spirituality. Teachers use events such as celebrations and birthdays to reflect on who we are, why we are here and our place in the world.
35. There is very good provision for the pupils' moral development. Adults set a good example for pupils. Most teachers impart high expectations of behaviour and communicate a strong sense of right and wrong through the reinforcement of school values and rules. These are based on respect and concern for others, appreciation of all members of the school and society and fostering a sense of self-worth, self-confidence and self-awareness. Each class also makes its own rules to help the pupils work better together. The school rewards system promotes positive values; caring, kindness and respect and doing the right things. Moral themes such as being sensitive to others, listening to and understanding others' views, arguments and fighting, or why people feel bad about themselves are discussed in 'Circle Time.' The need to examine ideas from different angles, see things from another person's point of view and show respect for each other are effectively fostered. The ethos of the school is noticeable in its good order and in the pupils' willing commitment to fairness and appropriate behaviour.
36. Provision for the pupils' social development is good. Pupils are often arranged to work collaboratively in pairs or in groups. Though at the time of inspection the 'councillors' had not been elected, there is usually a school council made up of 'councillors' elected by each class. They take responsibility for organising the end of term activities such as the Christmas party or disco, games such as netball, basketball, football, cricket and sports day in summer. The older pupils help the younger ones to integrate, help with lunchtime play and show visitors round the school. Some of them train to become 'problem busters'. They are recognised by their badges and they mediate playground disputes. These opportunities help pupils to become familiar with the responsibilities of citizenship.

37. Cultural provision, including the multi-cultural aspect of society, is satisfactory and is delivered through literature, art, history, geography, music, physical education and religious education, the school offers satisfactory provision. It is reinforced by celebrations of festivals such as Diwali, Eid, Hanukah, Christmas and Easter and organised visits to local places such as churches and the Gunnersbury museum. Visits to non-Christian places of worship are rare, though the school appreciates cultural and ethnic diversity within its community. The local authority encourages the celebration of Black History Month and the inspection took place during this period but there was little evidence of it except a piece of South African music which was played to the pupils. Visitors and theatre groups are invited to school, but rarely people from religious communities other than Christian ones to address assemblies or other events. The school also organises an 'International Day' acknowledge the different communities that are represented in the school. Some displays and notices around the school and in the classrooms currently make reference to other cultures and there are attractive welcome posters in a range of languages.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The school gives good care and guidance to its pupils which parents recognise. Ravenor is a happy school where pupils feel valued as individuals. Most children settle happily into the Nursery and they quickly become familiar with established routines which help them to feel secure. Some children who have English as their second language are given further support from a teaching assistant who speaks Farsi. Pupils who are refugees are also given a high degree of care, enabling them to learn the school's routines and expectations, and this helps them to settle quickly.
40. Effective child protection procedures are in place and follow the local authority guidelines. Teachers are familiar with the procedures.
41. The high expectations of good behaviour outlined in an effective and consistently applied policy, which includes clear anti-bullying strategies, produce very good results. Stickers, letters and certificates are used to recognise good work, extra effort and good behaviour and are celebrated at special assemblies each week. There is a structured system of sanctions that are consistently applied. The good level of supervision at lunchtimes promotes very good behaviour in the playground and several staff are qualified in first aid should accidents occur.
42. Monitoring of pupils' personal development is very good in the Nursery where detailed records are kept, but they are less comprehensive in the main school. Personal development is promoted through the personal, social and health education curriculum that is appropriate to the pupils' maturity and understanding.
43. Monitoring of attendance is good. The school secretary is responsible for operating the computerised system and she has an exceptional awareness of individual pupils and their records of attendance. She and the headteacher meet regularly with the Educational Welfare Officer. Pupils with attendance problems are identified quickly and given support. Absences are rigorously followed up and there are few instances of unauthorised absence. There are effective procedures for monitoring pupils who arrive and leave late.
44. Health and safety procedures follow the local authority guidelines and risk assessment is carried out regularly. There are clear procedures in place to ensure that the pupils use the Internet safely. The concerns noted in the last inspection report have been put right.
45. Assessment of pupils' progress was a key issue at the last inspection but is now satisfactory. The school has maintained its good level of support since the last inspection and has improved its assessment procedures, though there is still room for further development of assessment in subjects other than English and mathematics.
46. Assessment procedures in the Foundation Stage are very good in the Nursery and good in the Reception classes. In all three classes, teachers have developed systems for recording and monitoring day to day assessment that is used to ensure lesson plans meet pupils' needs. These assessments are used to

inform a termly evaluation of progress towards the Early Learning Goals. Children are set targets and their progress on these is kept up to date. Baseline assessment is also used to inform targets and to allocate groups. In the Nursery, the observations on the children's personal and social progress are particularly thorough and give the teacher a clear idea of their development.

47. At both Key Stage 1 and 2, assessment procedures in English and mathematics are thorough and the information is used effectively within classes to form groups and to set individual targets. Assessment in science is satisfactory but insufficient use is made of the assessment information to guide planning and thus enable the pupils to make more rapid progress. Other subjects are not yet checking pupils' levels and progress consistently enough. The school is aware of this and is looking at ways in which a coherent system of assessment can be introduced in all subjects. Optional tests to measure progress at Key Stage 2 have now been introduced and there is a format in place to track pupils' progress more consistently. The school has recently begun to analyse assessment data from the statutory tests in the core subjects to plan improvements. This analysis could be developed to enable the school to identify any areas of underachievement. The extension of this analysis to the optional tests would enable the school to track individuals and groups of pupils in greater detail.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. Parents responded positively to the questionnaire and at the parents' meeting. Nearly all parents who responded said their children like school, are making good progress and that behaviour and teaching are good. The areas that parents felt less happy about were the information they received about their children's progress, the insufficient amount of homework, the range of extra-curricular activities available and whether the school works closely enough with parents. The inspection findings support the parents' views on all aspects, except homework, which is consistent with the expectations set out in the school prospectus.
49. The school's links with parents are satisfactory. There are welcome signs in a number of languages displayed in school and Ravenor gives a clear indication in the prospectus that it values the partnership with parents and believes it is essential for effective education. Parents are encouraged to meet their children's class teachers before and after school each day if there are problems. In talks with a group of very supportive parents during the inspection, they expressed regret that they are not invited to attend special assemblies and more events in which the pupils play a part which would help to create stronger links with parents. Parents very much value the open door policy in the Nursery and praised the good information they receive when their child starts school. Nursery staff work hard as a team to support pupils with English as an additional language. They establish close links with parents by making home visits and collecting detailed information about each child before they join.
50. The quality of information provided is satisfactory. Both the prospectus and the governors' annual report are informative. Parents receive regular newsletters to keep them up to date with school events. At the beginning of each half term these also contain details of work that each class will be doing. The school does not routinely provide written interpretation for standard letters in languages other than English but is willing to do so if asked. It employs interpreters at formal parents' meetings three times a year, but relies on the goodwill of parents or pupils to act as interpreters on an informal basis. The prospectus contains helpful information about how parents can make the most of the parents' consultation meetings. Reports give details of what pupils know and can do, but not all say how pupils can improve. Some also contain many identical statements for several pupils and do not reflect the detailed knowledge that teachers have of their pupils as individuals. As a result, the quality of pupils' annual reports is unsatisfactory. These findings support some parents' views at the meeting and in the questionnaire responses that they do not feel sufficiently informed about their child's progress.
51. Parents' involvement in the school on an occasional basis is satisfactory. Parents' support for the recent International Evening was very good. Few parents give regular support in class and the headteacher sees increasing this as a way of strengthening links. All parents are asked to sign a home-school agreement at their first consultation meeting in the Reception class which outlines the school's expectations. The Friends of Ravenor School is run by a core of very committed parents. It promotes events in school and

organises fund-raising activities which provide many extras for the school. They arrange discos and gifts for pupils at Easter and Christmas and the leavers' party, as well as buying equipment such as new benches for the playground, CD players and a PA system. Although attendance at meetings is rising, help from the main body of parents is not extensive. A small group of parents also accompanies classes on trips, read with children, make refreshments for sports day and joins special celebrations for Harvest and Christmas.

52. Lack of support for the school by some parents directly impacts on their children's learning, for example, the persistent late arrival of some pupils and the failure of some parents to collect their children on time so they have to wait at the end of the school day, in some cases for up to an hour. Most parents give good support to their children's work at home. Guidance is given in the prospectus about the most effective way of helping their children. This also includes information about the sort of homework that they can expect their children to have at different stages in the school.
53. Overall, schools links with parents are satisfactory, although they need further development to ensure that all parents feel welcome and well informed. More active involvement by more parents would benefit all pupils.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. There is satisfactory leadership and management of the school. The headteacher, who was appointed shortly after the last inspection, provides the school with appropriate leadership. Stronger features of her leadership include her effectiveness in promoting teamwork among all staff, ensuring that the school's aims, particularly in relation to the pastoral needs of the pupils, are well met. A great deal of her time since being appointed has been spent liaising with the local education authority and various building contractors in order to guide and oversee developments in relation to the new school building to be completed in September 2004. She has effectively combined the demands of this work with the need to ensure that the school moves forward and provides an appropriate standard of education. The school is rightly proud of its inclusive nature and atmosphere and of how staff work hard to ensure that all pupils, particularly refugees, are treated with care and respect.
55. The delegation of management responsibilities to staff and the contribution that they make to the overall development of the school is satisfactory, with some areas of note and other aspects that require development. The senior management team provides effective support for the headteacher and meets regularly to discuss and monitor the school's progress. Co-ordinators are in place for many subjects of the curriculum as well as for the management of other aspects of provision including that made for pupils with special educational needs and English as an additional language. In addition, many subjects have 'shadow co-ordinators', who tend to be members of staff new to the school, and are in this way able to contribute to the development of the subject. While there is some monitoring of teaching and learning, this is largely undertaken by the head and deputy headteacher. This enables them to gain a satisfactory overview of the quality of education pupils receive; however, given the size of the school, there are too few opportunities for co-ordinators in many subjects to gain first-hand experience of teaching and learning in their subjects. This limits their ability to determine the strengths in teaching and learning in order to share good practice and ensure consistency in day-to-day practice. All staff are vigilant in ensuring that day-to-day routines in a building that is very poor in quality are secure; however, the management of time during the school day is not effective and this reduces the time that could be available for pupils to explore, for example, some subjects in more depth.
56. The Governing Body is effective in fulfilling its statutory responsibilities and provides the school with well-targeted support. Much of its work over the past two years has also involved overseeing developments in relation to the school building but nonetheless governors do visit the school to gain first hand information. The headteacher keeps the Governing Body fully briefed through detailed reports, and the work of the various committees ensures that governors discuss school developments fully. The Governing Body is effective in ensuring that most of its stated aims such as inclusion and valuing all members of the school community are sufficiently met; however, the practice of withdrawing pupils from some classes for additional support in literacy or numeracy means that they sometimes miss other subjects of the

curriculum. This weakens the school's stated aim that all pupils have full access to the subjects of the National Curriculum.

57. The school's areas for development are based upon raising standards and these help it move forward. All staff are fully involved in discussions about the school improvement plan and this ensures their commitment to achieving the plan's goals. Development points are clear and progress towards them is regularly evaluated. Underpinning the plan is careful and thoughtful financial management which outlines clearly the spending implications of the initiatives. Governors keep a prudent overview of the school budget and the headteacher provides them with clear and regular information upon which to base decisions about finance. The school applies the principles of best value. At present, the school has a slightly higher than recommended contingency fund in its budget. This has been accrued with the aim of managing the move to a new school building, which is appropriate. The school makes effective use of the various grants that it is given to support pupils' learning. Those for pupils with English as an additional language are largely spent on providing additional support staff to work alongside pupils in classrooms to ensure that these pupils receive appropriate support and guidance.
58. Pupils with special educational needs are generally well managed. The co-ordinator provides a good lead for her colleagues in producing pupils' individual educational plans ensuring that the support matches their needs. The co-ordinator effectively manages the work of learning support assistants who value the regular opportunities to meet as a team to discuss pupils' progress.
59. The school makes satisfactory use of new technologies to support the day-to-day management of the school. Increasing use is made of appropriate software to track pupils' progress in English and mathematics and this information is shared freely amongst the staff. ICT is also used to devise newsletters and provide parents with information. The school uses a computer program to construct pupils' annual reports that involves choosing statements that the teacher feels best fit the pupils' progress over the year. In some cases, however, the statements chosen are the same for other pupils in the class and these arrangements do not give parents a clear idea of their child's progress. Classroom computers are not used sufficiently to improve standards in ICT across the wider curriculum.
60. The school has satisfactorily tackled the issues from the last report as well as raising pupils' achievement in the end of key stage national tests to the expected levels. The school has experienced a high turnover of teachers recently. In order to maintain a suitable staffing level, the school has employed a number of teachers from overseas on a temporary basis. The staff concerned argue strongly that the support and guidance they have received from other members of staff has been valuable in learning about, for example, the National Curriculum, the national strategies for literacy and numeracy and the particular circumstances of the pupils. Part of the support they receive is through the school's arrangements for performance management, which is linked to the targets identified for further improvement. Teaching assistants are valued highly by teachers and this helps to develop the strong sense of teamwork that is very evident at the school. Teaching assistants attend appropriate training courses to enable them to give good support in lessons.
61. The quality of accommodation is very poor. This was an issue identified at the time of the last inspection and while some improvements have been made, such as the toilets, for example, the actual quality of classrooms and other facilities has remained the same. Governors, rightly, have been hesitant to allocate funds from the budget to improve the accommodation in light of the discussions that have ensued about the new school building. Teachers do their utmost to ensure that their classrooms are bright and attractive but the overall poor state of decoration works against their many endeavours. What extra accommodation the school does have, for example the designated art room, a room for pupils with learning difficulties and the additional hall are used at many points of the day; however, the new school building will clearly offer much better facilities for the pupils and provide more opportunities raise standards.
62. Learning resources are satisfactory overall. The range and quality of books in classrooms and in the school library are good and the books chosen for the pupils reflect well the school's rich ethnic diversity. The resources for children in the Foundation Stage are sufficient in number but they are starting to look dated. The school has a below average number of computers to support pupils' learning. While those in

the computer suite are of good quality, those in based in classrooms are older and their slow response rate impedes the pace of pupils' learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. In order to raise standards and the quality of pupils' learning further, the headteacher, staff and governors should:

(1) Raise standards in science at Key Stage 2 by ensuring that:

- greater use is made of investigation work to support pupils' scientific learning
- greater use is made of assessment information when planning the next steps in pupils' learning
- teachers make greater use of computers and other ICT equipment;

(paragraphs → 8, 9, 22, 26, 47, 96, 99, 102)

(2) Develop procedures to assess pupils' progress in the non-core subjects of the curriculum.

(paragraphs → 47, 107, 110, 118, 120, 127, 133, 144, 151)

(3) Re-structure the organisation of the school day so that the best use is made of the teaching time available.

(paragraphs → 29, 55, 150)

(4) Ensure that greater use is made of computers and other related information and communication technology equipment during the course of daily lessons.

(paragraphs → 7, 8, 9, 23, 59, 85, 90, 92, 93, 95, 102, 107, 125, 129))

(5) Develop the role of the co-ordinator so that they too can play a more active role in monitoring teaching and learning.

(paragraphs → 55, 87, 95, 110, 120)

The following less important issues should be included in the school's action plan:

- develop and strengthen the links with parents so that they too can celebrate their children's achievements (paragraphs 51 – 53)
- improve standards of presentation in pupils' work (paragraphs 6, 22, 97)
- enhance the range and quality of extra-curricular activities (paragraphs 31, 144)
- ensure that the quality of pupils' annual reports is consistent from class to class. (paragraphs 50, 59)

THE PROVISION FOR AND STANDARDS ACHIEVED BY PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE

64. The provision for pupils with English as an additional language is satisfactory with some strengths. About two-fifths of the pupils speak English as an additional language. There are thirty-two languages other than English spoken, Punjabi, Arabic, Urdu and Somali being the most prevalent. In addition, a large number of pupils are from refugee backgrounds and most of them are at the early stages of learning English. They enter the school at different times during the school year and have had a disrupted education or may not have been to school at all. Consequently, many learners start from a very low base.

65. The school uses the Ethnic Minority Achievement (EMA) grant effectively to employ a part-time teacher and a bilingual classroom assistant. The teacher is also the co-ordinator of the work under the grant. There are clear procedures for collecting useful information about pupils' backgrounds and their competencies in English as well as their home languages. The teacher has very promptly introduced the Qualifications and Curriculum Authority's scale for assessment, which is now in line with the whole-school assessment. The needs of pupils are carefully assessed, termly targets are set and progress is regularly monitored. This is a strength of the school.
66. The standards of work produced by the early stage pupils 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 satisfactory progress in language acquisition, given that many of them are beginners in English on entry to the school. The pupils achieve satisfactorily in reading and writing and well in speaking and listening. Currently, African-Caribbean boys have been identified as an underachieving group. The teacher supports a group of African-Caribbean boys in Year 6 to develop their confidence, reading and social skills. As this initiative is very recent, its impact cannot be judged yet.
67. Teaching consists of in-class support as well as small group work focusing on particular language skills outside the class. There is an induction programme for newly-arrived beginners in English, and the pupils at early stages of English acquisition are targeted for language support. The pupils who are beyond the early stages are also supported in lessons. The quality of teaching is satisfactory, with some strengths. In the lessons observed, the teachers showed a secure knowledge of how to develop the English language skills of bilingual learners. There was a focus on developing pupils' speaking and listening. The teaching was very effective in a Year 6 history lesson, where the joint planning and teaching helped pupils to participate in a role play about Spartans and Athenians. Despite these strengths, planning is not always sufficiently rigorous in giving access to the lesson content and identifying specific language required for a topic or an activity. For example, in a Year 5 mathematics lesson a small group of pupils did their work differently from the rest of the class. This should have been avoided by adapting the tasks offered. The bilingual classroom assistant contributes satisfactorily to the development of pupils' English as well as providing support through home languages where possible. This work takes place in lessons as well as in small groups withdrawn from the class.
68. The ethnic minority pupils are well integrated into the life of the school. They are keen to participate fully in activities and school events. They are motivated, and ready to learn, enjoying the attention given to them when they are supported. When the pupils are in lessons the class teachers include them very effectively through opportunities for speaking and listening and this adds significantly to their ease and confidence. Multi-cultural resources and the integration of ethnic minority pupils are good features of the school.
69. There are some shortcomings. There is considerable small group work with ethnic minority pupils, withdrawn from the class. These pupils miss some aspects of the curriculum. Although the class teachers are aware of the language competencies of their pupils, most of them do not plan specifically with pupils in mind. The action plan identifies the need to monitor the effectiveness of the provision but no action has been taken yet to evaluate its impact. In order to improve the provision further, the school needs to reduce the withdrawal work and to develop the skills of class teachers to support pupils more effectively when specialist help is not available.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

78

Number of discussions with staff, governors, other adults and pupils

32

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	-	12	37	26	3	-	-
Percentage	-	15	47	33	4	-	-

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

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)	25	401
Number of full-time pupils known to be eligible for free school meals	-	149

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	114
Number of pupils on the school's special educational needs register	1	8

English as an additional language

	No of pupils
Number of pupils with English as an additional language	171

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	70
Pupils who left the school other than at the usual time of leaving	73

Attendance

Authorised absence

	%
School data	5.8

Unauthorised absence

	%
School data	0.4

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	27	32	59

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	14	16	18
	Girls	25	26	25
	Total	39	42	43
Percentage of pupils at NC Level 2 or above	School	66(78)	72(80)	75(90)
	National	84 (84)	86 (86)	90(91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	15	20	16
	Girls	25	29	26
	Total	40	49	42
Percentage of pupils at NC Level 2 or above	School	68 (78)	83 (87)	71 (75)
	National	85(85)	89(89)	89(89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	32	27	59

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	16	20	20
	Girls	20	19	22
	Total	36	39	42
Percentage of pupils at NC Level 4 or above	School	60(68)	65(54)	70(73)
	National	75(75)	73 (71)	86(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	13	15	15
	Girls	17	19	19
	Total	30	34	34
Percentage of pupils at NC Level 4 or above	School	51(69)	58(53)	58(71)
	National	73(72)	74(74)	82(82)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	147	2	-
White – Irish	4	-	-
White – any other White background	19	1	-
Mixed – White and Black Caribbean	19	-	-
Mixed – White and Black African	-	-	-
Mixed – White and Asian	7	-	-
Mixed – any other mixed background	-	-	-
Asian or Asian British - Indian	57	-	-
Asian or Asian British - Pakistani	26	-	-
Asian or Asian British – Bangladeshi	2	-	-
Asian or Asian British – any other Asian background	9	-	-
Black or Black British – Caribbean	32	-	-
Black or Black British – African	25	-	-
Black or Black British – any other Black background	-	2	-
Chinese	-	-	-
Any other ethnic group	54	-	-
No ethnic group recorded	-	-	-

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 – Y 6

Total number of qualified teachers (FTE)	14.6
Number of pupils per qualified teacher	25.4
Average class size	28.3

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	246

Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25
Total number of education support staff	2
Total aggregate hours worked per week	65

Financial information

Financial year	
	£
Total income	1 221 248
Total expenditure	1 189 335
Expenditure per pupil	2 818
Balance brought forward from previous year	78 778
Balance carried forward to next year	31 913

Number of pupils per FTE adult	8
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FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	6.9
Number of teachers appointed to the school during the last two years	11

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	426
Number of questionnaires returned	120

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	30	2	-	-
My child is making good progress in school.	38	53	4	1	3
Behaviour in the school is good.	38	54	6	1	2
My child gets the right amount of work to do at home.	31	38	18	7	5
The teaching is good.	50	38	5	-	7
I am kept well informed about how my child is getting on.	47	38	13	1	1
I would feel comfortable about approaching the school with questions or a problem.	52	37	7	1	3
The school expects my child to work hard and achieve his or her best.	49	41	7	-	3
The school works closely with parents.	42	41	12	2	4
The school is well led and managed.	41	46	7	2	3
The school is helping my child become mature and responsible.	44	43	9	2	2
The school provides an interesting range of activities outside lessons.	23	36	22	8	12

Other issues raised by parents

No other issues were raised by parents.

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

70. The school has sustained the quality of provision for children in the Foundation Stage (Nursery and Reception) reported in the last inspection. In some areas, such as induction arrangements, there has been improvement. The Nursery and the two Reception classes are housed in poor quality, temporary accommodation. As noted in the last inspection, children in the Reception classes have to cross the playground to a toilet block. The school is due to be replaced with a new building within the next two years; this will resolve the current difficulties. The Nursery and Reception classes have easy access to secure outdoor areas. These areas are used extensively to link the curriculum to outdoor activities. Both the Nursery and the Reception classes are equipped with a wide range of resources; however, some of the larger outdoor equipment is very worn. The school is aware of this and due consideration will be given to this provision when the new building is constructed.
71. The staff are very sensitive to the needs of young children and admission arrangements reflect this. They work hard to establish a good relationship with parents and to involve them in their children's learning. Children joining the Reception classes late are also afforded a home visit to help them settle to school. Most children are unlikely to reach nationally expected standards in most aspects of English, and in mathematics. In all the other areas of learning, though they are on target to reach the nationally expected standards.
72. Overall, the teaching and curriculum gives children a good foundation. The progress that the children make reflects the quality of teaching that they receive, which is mostly good and sometimes very good. Teachers have very clear expectations of behaviour and the children respond very well: they are developing very good attitudes to school. Assessments of the children in the Reception classes indicate that the general level of attainment on entry is below the level expected for children of this age. The progress they make is good. Teachers plan carefully in line with the recommended curriculum. Good provision is made for children with special educational needs and they make good progress in all the areas of learning. Assessment processes are very good in the Nursery and good in the Reception classes. Staff use the information gained from assessments to identify the children's future needs and this is particularly well managed in the Nursery. Support staff are used well and they make a significant contribution to learning. The Foundation Stage is managed well by an experienced teacher who ensures that in-service training takes place regularly and that it impacts on classroom practice.

Personal, social and emotional development

73. Considerable emphasis is placed on personal and social development. The teaching is good and sometimes very good. Children make very good progress in the Nursery in this aspect of their education. In the Reception classes, progress is good. Most children are on target to reach the expected standards in this area of their learning by the start of Year 1. This reflects the high quality teaching they receive and the sensitivity of all staff, including support staff, to the need to develop confidence. Children are aware of routines in all three classes. They tidy up at the end of sessions, taking care of equipment. They are able to sustain concentration and work well together when in a group. They are learning to take turns sensibly and to listen to others when the whole class is involved. Staff provide very good role models; teachers and support staff are particularly good at involving themselves with children during activities. The ethos in the Nursery and Reception classes fosters children's spiritual and cultural development. It is further enhanced through stories, assemblies and circle time. This represents significant improvement since the last inspection.

Communication, language and literacy

74. Teaching is consistently good. Most children are making good progress, although few are likely to meet the expected standards by the end of Reception in writing and speaking. Teachers recognise the need to develop speaking and listening and support staff make a valuable contribution to this area of learning. Children learning English as an additional language are well supported and make satisfactory progress.

Elements of the literacy hour are taught in the Reception classes. Phonics is introduced through a variety of activities in all three classes. Suitable texts are used to support learning, for example *Mrs Wishy Washy* and *Brown Bear*. Activities are designed to consolidate learning and to retain the children's interest. There are writing areas in all three classes. In the Reception classes, children are learning to write their own names and many do so legibly. They are encouraged to record their work during group activities. Standards in writing are generally below those expected for children of this age but they are making good progress. They steadily learn how to form their letters and most children know where to start on the page. They benefit from the constant consolidation they receive in this aspect of their learning. Early reading skills are developed in all three classes. Although the children in the Nursery are not yet all attending full time, they already know the left to right sequence of text and that the pictures tell a story. They respond very well to storytime. Children in the Reception classes take books home to share with their parents. The children also take part in group reading sessions and they are happy to share a book with adults. They are also beginning to talk about the text and some can explain what is meant by both the title and the author.

Mathematical development

75. Standards in mathematical development remain below those expected nationally for children of this age; however, children are making good progress. From the Nursery onwards, children are encouraged to count and to recognise two and three-dimensional shapes. Teaching is good, for example with opportunities for children to use mathematical language being exploited by teachers and support staff. Learning is supported by the use of a wide range of appropriate resources. Teachers in the Reception classes build on these early experiences and a few higher attaining children can recognise numbers one to twenty. All teachers and support staff harness the natural enthusiasm of the children and group activities are planned carefully to help them learn. Teachers and support staff in both the Nursery and Reception classes intervene effectively to move the children's learning forward. The transition to group work is managed well. All the Foundation Stage teaching staff have attended recent in-service training on teaching mathematics in the early years. As a result, they have revised their practice; this is reflected in the progress the children are making currently and should result in raised standards.

Knowledge and understanding of the world

76. The school has maintained the standards noted at the last inspection. Teaching is at least good and the children are making good progress. In a very good lesson observed during the inspection, the teacher used the current topic of *Festivals* to highlight different fruits. A wide selection of examples was brought in, including mangoes and pineapples. As well as linking such fruits to the food enjoyed on special occasions, the discussion was widened to include where these fruits come from and how they grow. In both the Nursery and the Reception classes, the outdoor areas are particularly well used to support this aspect of learning. Children in the Nursery planted bulbs in individual pots using bags of compost. They knew that the bulb had to be buried and covered with earth and that each bulb would need to be watered; they knew too, that rainwater is best. This makes a significant contribution to their spiritual and cultural development. Children are introduced to simple mapping by thinking about how they move around the school. In all three classes, they use the computer. They control the mouse with confidence.

Physical development

77. Provision for physical education is varied. The very good use of the outdoor areas encourages the children to develop their physical abilities. Regular outside play with access to a wide variety of equipment, such as large wheeled toys, climbing apparatus, large and small balls and hoops, helps them learn. These opportunities are sustained throughout the Foundation Stage. Their co-ordination is developing well. Two Reception class indoor apparatus lessons were observed: one was satisfactory; the other was unsatisfactory. Apparatus is set out at the beginning of the day, to be used by reception classes and the older children in the school. In the unsatisfactory lesson, the planning lacked focus and structure, which limited learning. In both lessons, the layout of the apparatus was inappropriate for children of this age and is inhibiting progress. It resulted in limited space being available for floor-work. As a result, the warm up and cool down sessions in both lessons were inadequate. Most children will reach the expected standard by the time they enter Year 1; a revision of the approach to formal indoor lessons would result in the children attaining a good standard in their physical development. Teachers are very careful to teach the

children how to cut and to use glue safely. Support staff make a valuable contribution to the children's learning in this area.

Creative development

78. Most children are on target to attain the standards expected by the time they leave the Foundation Stage. The consistently good teaching that they receive ensures that they make good progress. Activities provided for the children in the Nursery offer a wide range of experiences, which help them develop creativity. They are being introduced to the use of paint and brushes. Real 'awe and wonder' was noticed in one lesson observed during the inspection, when the children responded to mixing colours. They learn how to create collage and to use glue. Role-play areas are provided and there are good cross-curricular links with English in all three classes: during the inspection, the role-play area was linked to the book, *Mrs Wishy Washy*. In the Reception classes, these activities are extended. Children are handling paint and brushes with increasing confidence, they cut out and stick with increasing ability and they can explain what they are doing and why.
79. In the Nursery and Reception classes, care is taken to present the children's work well in appropriate displays. In all three classes, music is used very well to support the curriculum. Number songs and rhymes are sung in mathematical sessions. A song about ducks was used to help them to learn the 'd' sound. The two Reception classes also attended the Year 1 and Year 2 singing assembly, which was of a very high standard. The children joined in with great enthusiasm.

ENGLISH

79. Standards reached by Year 6 pupils in English have remained well below average for the last three years. Most pupils make good progress in lessons, although this is not necessarily consolidated in Years 3 to 6 as the mobility of pupils has an adverse effect on these year groups. The school also has a high percentage of pupils either with special educational needs or with English as an additional language, many of whom do not reach the average level expected for their age. Although test results rarely reach the national average, the pupils who have remained at the school since Year 2 perform well in the National Curriculum tests. In 2002, the National Curriculum test results for the pupils in Year 6 were well below average for all schools and below average for similar schools. The pupils' English results were similar to their results in both mathematics and science. The test results for Year 2 pupils in reading and writing were well below the national average in 2002. Writing results were well above average for similar schools, while results in reading were above average. These results were lower than mathematics but higher than science. The 2002 data indicates that the results for Year 2 have fallen in both reading and writing but more so in writing. Test results for Year 6 pupils indicated that more pupils attained the higher levels than in 2001. The school's analysis of the results for Year 6 show that the pupils who attend the school from Years 1 to 6, achieve above average results when compared with those of similar schools. This is good achievement for these pupils. Test results for both Years 2 and 6 are not as high as those noted at the last inspection; however, the proportion of pupils reaching the nationally expected levels has risen since then.
80. The inspection findings in lessons and in recent work indicate that the proportion of pupils attaining the nationally expected level is below average in Year 6 and well below in Year 2. There is no marked difference in attainment between the boys and girls.
81. Pupils enter the school with below average attainment in English, which is also affected by the number of pupils at the early stages of learning English, and pupils from refugee families who join the school in Years 1 to 6. Listening and speaking are satisfactory across the school as teaching offers pupils opportunities to answer questions, take part in discussions or to speak at length. The teachers include all pupils in discussion, seek their views and encourage them to give reasons for their opinions. Their high expectations of behaviour and effective management result in pupils listening attentively and behaving well. Pupils take part in educational drama and role-play well and develop their speaking and listening. In a Year 5 drama lesson, the pupils performed their own play scripts, adapting their speeches as required

for the characters. The pupils also showed they knew about dialects such as Cockney and Standard English. By Year 6, the majority listen carefully and speak with confidence using a good range of vocabulary.

82. The school has placed a considerable emphasis on pupils' reading through improving the teaching of phonics and allowing time for guided reading. This has not yet borne fruit for the current Year 2. Standards are well below national expectations by the end of Year 2 and below average by the end of Year 6. The strong focus on the teaching of phonics in Years 1 and 2 helps pupils to learn letter-sounds satisfactorily. In the current Year 2, mainly the higher and some average-attaining pupils can sound out unfamiliar words and have satisfactory understanding of what they read. They can read with some fluency and expression, and can talk about the characters, plots and main events in the story but they do not know the difference between fiction and non-fiction books. They do not know how to find information from books. Some average and lower-attaining pupils read with adult support and find it difficult to use their knowledge of letter-sounds in reading new words. They also find it difficult to talk about the books they read. Pupils achieve well in reading in Years 3 to 6. In Year 6, higher and middle-attaining pupils read fluently and accurately with expression and understanding, and reach appropriate standards for their age. They can discuss the main points and themes of the books they read. They are able to compare the styles of their favourite authors such as Roald Dahl and Jacqueline Wilson. They enjoy reading Wilson because 'she writes about real life situations for girls of their age' whereas Dahl 'amuses readers with his use of words and humour'. The majority acquire sound skills in finding information from books and other sources.
83. Although the school has introduced a scheme to improve pupils' writing, standards are still well below national expectations at the end of both Years 2 and 6. In the current Year 6, less than two-thirds of the pupils attain the expected level for their age, although a small number attain higher levels. Work seen in Year 2 shows that pupils mainly produce short pieces or a sequence of sentences based on what they read. There is insufficient evidence of different types of extended writing appropriate for their age; even the higher-attaining pupils do not write imaginatively. Lower-attaining pupils, who form at least a third of the class, can only write a string of words or one or two simple sentences. Handwriting is well-formed and consistent in size only for higher-attaining pupils. Given the limitations of the pupils' skills in Year 2 they make satisfactory progress in writing in Years 3 to 6. Work seen in pupils' books in Year 6 shows that only the higher and average-attaining pupils can write at length, sustaining ideas and using complex sentences to extend meaning. They can use correct grammar and appropriate punctuation. They learn to write for a range of purposes. They write stories, accounts, character descriptions, biography, and autobiography; however, over a third of the pupils cannot write at length or for different purposes, and their grammar and punctuation are weak. The regular teaching of spelling has contributed to satisfactory standards for higher- and average-attaining pupils in Years 3 to 6. Handwriting is satisfactory for the pupils in Years 5 and 6 but not yet joined-up for many in Years 3 and 4.
84. English makes a good contribution to pupils' social, moral and cultural development. The pupils write accounts of their school trip to an outdoor activity centre where they learn about team building and developing respect for each other. The teachers use literature from different cultures and different times to encourage pupils to develop their own writing. In a Year 6 lesson, the pupils read extracts from *Coming to England*, set in Trinidad and *One Child's War*, set during the Second World War, and used them as models for their own writing.
85. The quality of teaching is good in Years 3 to 6, and satisfactory in Years 1 and 2. The lessons are well planned with clear objectives, indicating that teachers know their subject well. As objectives are explained to them, pupils know what they are to learn. The teachers use questions skilfully to support the speaking and listening of pupils who are learning English as an additional language. All pupils, including pupils with English as an additional language, are keen to show what they can remember and are ready to learn new ideas. Their overall progress is satisfactory. Where teaching is satisfactory rather than good, tasks are not stimulating enough to encourage pupils to participate to the best of their ability or to challenge them. This was observed in a Year 2 lesson where all pupils wrote instructions on how to wash hair. Teaching did not take account of the needs of the high-attaining pupils. Challenge for high-attaining pupils still remains an issue as it was in the last inspection. In addition, too little use is made of ICT to support pupils' literacy development and many teachers do not plan effectively enough to incorporate the use of computers to support literacy.

86. Additional support for spelling and literacy in Years 3, 4 and 5 have a positive impact on learning. In addition, learning support assistants make a positive contribution to learning. Pupils with special educational needs have individual education plans with clear targets in literacy, which are followed carefully, and they make satisfactory progress.
87. Satisfactory improvement has taken place since the last inspection. The quality of leadership and management is satisfactory. Teaching has improved since the previous inspection and reflects the time and attention the school has spent to ensure, for example, that the National Literacy Strategy has been implemented satisfactorily. There is now a high proportion of good teaching. The school has developed appropriate assessment procedures, information from which is used for planning of lessons, grouping of pupils and target setting; however, writing is not systematically developed through other subjects of the curriculum. There is limited evidence of subject-specific writing throughout the school except for history. Writing remains a major weakness across the school and quite rightly should be a major focus for its work. At present, most of the monitoring of teaching and learning is undertaken by the headteacher and the deputy headteacher, and the co-ordinators have little opportunity to gauge for themselves the impact of teaching and learning. This reduces their effectiveness in guiding their colleagues towards improving quality and achieving consistency in all classes.
88. In order to raise standards in writing, the school should ensure that the expectations of different types of writing are clear to pupils and writing is systematically developed through other subjects of the curriculum.

MATHEMATICS

89. Results in the 2002 national tests taken by pupils at the end of Year 6 (Key Stage 2 SATs) indicated that pupils reached standards that were well below the national average. When compared with similar schools, standards were below average. In the national tests taken by pupils at the end of Year 2 (Key Stage 1 SATs) the results indicated that pupils achieved results that were well below the national average. When compared with similar schools, standards were well below average. The results are depressed at both key stages by the higher than average number of pupils who have special educational needs and the number of pupils who join or who leave the school at some point during the key stage. When the results of those pupils who have been at the school since undertaking the tests when they were seven are evaluated, a more positive picture is evident. At Key Stage 2, the improvements made in mathematics are in line with improvements seen nationally. The school's assessment data indicates no significant difference in attainment between boys and girls and inspection findings confirm this.
90. As they move through the school, pupils make satisfactory progress in their understanding of different mathematical ideas. Pupils who have special educational needs or who are refugees are often supported well in lessons and this enables them to make similar progress to their classmates. Pupils with English as an additional language enjoy their learning and they too make satisfactory progress. There are some aspects of mathematics, however, where pupils make less progress. This is in their understanding of data handling. Little work was seen of pupils, particularly in Key Stage 2, undertaking challenging work in this area of the mathematics curriculum. Higher-attaining Year 6 pupils, for example, have insufficient understanding of simple spreadsheets or how to use ICT to devise different charts and tables. In addition, much of investigation work in mathematics is very much geared to the tasks that are set in the commercial scheme. As a result, pupils get too few opportunities to solve mathematics problems of an open-ended nature that involve them in determining their own lines of enquiry and exploration.
91. The school tries to ensure that all pupils have a satisfactory knowledge and understanding of number and as a result, pupils make satisfactory progress in their ability to use number in a wide range of mental and written calculations. Many lessons start well, with pupils given opportunities to take part in mental and oral activities designed to consolidate their understanding and improve the speed of their calculations. Pupils enjoy these activities and in Key Stage 1 pupils enjoy the strategies used by teachers which often include the use of games. While pupils in Key Stage 1 have a developing sense of number, much of their work is often restricted to identifying one or two numbers and solving simple addition problems. By the end of Year 6, pupils are more confident in explaining the relationship, for example, between decimals and

fractions and terms such as equivalent fractions. Pupils' inability to remember and recall what they have learned hinders their learning; however, by the end of Year 6, pupils are able to work out calculations with brackets and effectively understand terms such as 'partitioning.'

92. Pupils attain better in both key stages in their understanding of shape, space and measure. By the end of Key Stage 1, pupils are able to measure accurately and explain the similarities between simple two and three-dimensional shapes using appropriate mathematical language. By the end of Year 6, they are able to use simple formulae to work out the area of squares and rectangles and they understand the relevance of such calculations by, for example, deciding on the cost of purchasing a carpet after working out the area of an imaginary living room. Allowing pupils greater opportunities to use the computer language of 'Logo' would enable them to develop their understanding of shape and space and provide pupils in both key stages with further scope to explore aspects of mathematics in a more open-ended way.
93. Pupils' at both key stages make insufficient progress in data handling compared to other areas of mathematical development. By the end of Year 2, pupils demonstrate increasing confidence in using the information they have collected from their classmates to devise a simple bar chart reflecting, for example, their favourite flavour of crisps. Few pupils, however, are able to produce such work from scratch and rely on a worksheet that will very probably have the axes already laid out for them. As pupils move through Key Stage 2, much of their work remains very largely at the same level in several year groups as teachers do not extend pupils sufficiently. Throughout the school, staff do not make enough use of ICT to support learning and this limits the development of data handling.
94. The quality of teaching and learning is satisfactory in both key stages. All teachers plan mathematics effectively and with a good understanding of the format and guidance outlined in the numeracy strategy. Teachers make good use of practical equipment to support and extend pupils' learning and this proves beneficial to those pupils who have special educational needs and pupils who are refugees who often need such equipment to grasp new concepts. Relationships with pupils are good and they are managed purposefully. The impact of teaching, however, is reduced owing to the overuse of the school's commercial scheme. In many lessons, pupils' interest in what they are doing is lessened once they are asked to undertake set exercises from their textbooks. In addition, work for higher-attaining pupils is often restricted to a level that is also very much dictated by what is in the textbook. These pupils can also lose their early interest in the work and the pace of learning suffers accordingly. A further shortcoming in teaching is the under-use of day-to-day assessment information to plan pupils. During the inspection, one unsatisfactory lesson was seen because the teacher planned work pupils had not fully mastered; as a result it was difficult for them to learn. Marking is not always effective. Some teachers are over-generous in their praise and do not give sufficient guidance as to how pupils might improve. At both key stages, teachers make satisfactory use of homework.
95. The quality of leadership and management is satisfactory. At present, the subject is being led by the deputy headteacher and a 'shadow' co-ordinator, as the post of mathematics co-ordinator is currently being advertised. There has been some monitoring of teaching and learning, although this has been undertaken primarily by the headteacher and her deputy. The information from this work has been used to plan improvements, but the outcomes have not always fed through into more consistent practice in day-to-day teaching. For example, monitoring of teaching highlighted the need for more effective use of ICT. Very little evidence was seen of teachers effectively planning to incorporate ICT into their day-to-day teaching. There are plans to organise a 'Maths Week' during the current academic year and this should prove beneficial in further raising the status of the subject. The quality and range of resources are satisfactory. The quality of displays in classrooms is effective, despite the many limitations of the school building. Many teachers often display 'hints and tips' for pupils in numeracy. These prove useful to pupils as they serve as reminders to help them complete work set.

SCIENCE

96. Results in the 2002 National Curriculum teacher assessments for Year 2 in science were well below the national average. In the national tests taken at the end of Year 6 (Key Stage 2 SATs), the pupils achieved results that were well below the national average when compared with all schools and well below

average when compared with similar schools. The results are similar to those obtained in the previous year, and over a four-year period, standards have been well below average. Inspection findings indicate that standards are well below average. Some progress has been made since the previous inspection especially in the organisation of the subject, overcoming the difference in attainment between boys and girls and improving pupils' understanding of scientific vocabulary. The school has an above-average percentage of pupils with special educational needs and there is high pupil mobility throughout the school. Together, these factors prevent pupils in Year 6 from reaching the national average in science. During the inspection there was no evidence of scientific enquiry, and the experimental work seen was too heavily directed by the teacher with little encouragement of pupils to determine the course of their own scientific learning and investigations. As a result, standards in investigation are well below average at the end of both key stages and pupils make unsatisfactory progress.

97. By the end of Year 2, pupils demonstrate a weak knowledge of materials, although they sort them according to a range of properties. Higher-attaining pupils identify food that gives energy and understand the need for a balanced diet but too many pupils do not know what conditions are needed for living creatures to grow and thrive. In listing favourite foods most pupils are able to draw a simple graph but do not make use of the computer for this. They are able to talk about the graph and can explain how they obtained the information. They are able to explain what everyday items in the home depend upon the use of electricity and that a switch stops the flow of electricity. Few pupils, however, are able to explain how to construct a simple circuit. Pupils' understanding of the different sources of light and the variation in sounds from different musical instruments is inadequate. The quality of the work and the level of presentation hinder understanding. In addition, although some worksheets support pupils' learning, others are insufficiently challenging and pupils can spend too much time colouring in the pictures on the sheets. Such work does little to foster understanding and curiosity about science.
98. By the end of Year 6, pupils' work on vertebrates and invertebrates is incomplete. The work-books show a lack of care and thought, with worksheets over-used instead of the pupils' own drawings and diagrams. The presentation of work in Year 5 is of a much higher standard, with neat drawings and careful, more detailed explanations of what pupils have learned. Pupils in Year 6 can accurately describe how to construct a fair test but are unable to identify correctly the conductor and insulator in an electric wire and showed confusion about what soluble and insoluble mean. Pupils make insufficient progress in their learning of concepts such as forces, sound, light, living processes and materials, and too much of the work they undertake is at too low a level.
99. Pupils make satisfactory progress at Key Stage 1 but at Key Stage 2 progress is unsatisfactory. This is due to a lack of planning to meet the different levels of ability in the class. There is an over-reliance on work sheets and time at the end of lessons is not used effectively for pupils to report back to the class on their findings. Consequently, lower-attaining pupils do not fully understand what they have been taught in the lesson and higher-attaining pupils are not sufficiently challenged. The teaching of science is satisfactory at Key Stage 1 but unsatisfactory at Key Stage 2. The more positive aspects of teaching at both key stages include the introductions to lessons, which are clear and lesson objectives which are discussed with pupils enabling them to have a good understanding of what they are expected to learn. The initial pace is brisk and resources carefully chosen. Teachers have good relationships with the pupils and behaviour in lessons is good. Support staff work carefully with pupils who may have special educational needs as well as those who are refugees and are at varying stages of learning English. They make satisfactory progress with support; however, the initial pace is not maintained and the over-reliance on worksheets limits the amount of time spent on investigations. The plenary sessions are short and pupils do not always get sufficient time to discuss the work undertaken. In some year groups, work set for pupils in Year 2 and Year 4 is often the same, with no significant extension of learning. Teachers do not mark pupils' work carefully enough or give suitable guidance about how pupils might improve. Little of the marking highlights further questions for pupils to consider to encourage curiosity.
100. Pupils respond well to science lessons and enjoy them. In many lessons, pupils listen to the teacher and collaborate effectively when completing work. At both key stages, pupils are well behaved. They handle the equipment carefully, listening to each other and taking turns. Pupils in Year 6 like science and enjoy experiments, although they are not confident of the outcome.

101. Science makes a satisfactory contribution to pupils' social, moral, cultural and spiritual development through the use of teamwork and an appreciation, through work displayed in the school, that they share the planet with other life forms. There are opportunities for parents to be involved in science teaching by participating in science week and accompanying pupils on school trips. A successful science week is organised to raise the profile of science within the school and has attracted the attention of other schools in the authority. Displays of work and the science portfolio show how the school uses extra-curricular activities to promote science: pupils are involved in a range of activities including pond dipping and tree planting.
102. The organisation of the curriculum gives science suitable priority, with the time given to the subject matching that of the other core subjects. There is a comprehensive scheme of work using both the local authority plans and those of the Qualifications and Curriculum Authority. There is a clear science policy, but assessment remains simple and does not fully identify the progress that pupils have made or what else needs to be covered in order to help pupils learn. This makes it difficult for teachers to plan carefully and systematically the subsequent steps in learning. The school has started to analyse the end of key stage tests to find the strengths and weaknesses in the subject teaching within the school. The subject co-ordinator is given insufficient time to monitor the teaching and learning of science directly and this limits the effectiveness of her work. She does meet with her colleagues to review planning throughout the school but there is no single overview of the subject. There is a good range of resources available which are used appropriately by teachers. At present the subject makes too little contribution to the pupils' literacy and numeracy development and insufficient use is made of ICT in science lessons to allow pupils to compare their results with others' or to use computers in undertaking scientific investigations.

ART AND DESIGN

103. The last inspection reported that pupils reached standards in art and design that met with national expectations by the end of Year 2 and Year 6. This position has not changed. Pupils of all abilities, including those with special educational needs, English as an additional language and refugee pupils make satisfactory progress in the development of their skills and knowledge as they move through the school. Only two art and design lessons were observed during the inspection, one in Year 1 and one in Year 3. Art is taught in half-term blocks, alternating with design and technology. Judgements are based on an examination of pupils' work including sketchbooks, collage, displays and portfolios of artwork.
104. There is evidence of a satisfactory range of materials and techniques being used and pupils make satisfactory progress in their understanding of how art and design can be created by using a range of materials and resources. There are satisfactory displays of pupils' work reflecting the use of art in other areas of the curriculum, such as a display on a history topic about World War 2, or the life cycle of a frog in science and on the use of co-ordinates in geography. There is also a very good mosaic on one wall that depicts life in the local community. Every pupil contributed to this while the school had an artist in residence for a week.
105. In the Year 1 lesson observed, the teaching was satisfactory. Pupils were cutting out facial features from magazines to collate into a portrait. This lesson could have been improved by more help from the teacher and more opportunities for pupils to discuss the focus of the lesson. In the Year 3 lesson observed, teaching was good. Pupils were designing and decorating either a Celtic or Roman style brooch. The lesson had pace and purpose and the teacher moved around the class asking questions and making comments to help pupils to learn.
106. By the time that the pupils reach Year 6, they have a satisfactory and a developing knowledge of the work of other artists such as Monet, Van Gogh and David Hockney. Satisfactory progress in skills, knowledge and understanding can be clearly seen by comparing still life studies in Year 3 and later in Year 6. Work in sketchbooks reflects sound progress over time and this ensures that pupils understand the need for preparatory work as means of producing work of a higher quality.
107. The subject is led and managed effectively. A national scheme has been adopted to support teaching in the subject. Currently, there is insufficient use of ICT to support learning and this restricts the pupils'

understanding of how computers and other ICT equipment can be used to generate works of art. Improved planning is benefiting progress. There is no established system for assessing standards or teaching and the co-ordinator is only able to judge work produced by pupils and put on display. This limits the co-ordinator's ability to suggest what teaching is working well in the school. The school is experimenting with a variety of procedures to develop the ways in which pupils' progress and attainment can be monitored and checked as they move through the school, for example, a whole school assessment of pupils' work once a year and the passing of sketchbooks to the receiving teacher. Assessment guides relating to the national scheme are also being introduced with a view to raising levels of attainment. Resources are good and the school has an art room and a designated support assistant for art who makes a significant contribution to the development of the subject throughout the school. The subject is supported by regular trips to galleries such as the National Gallery and the Tate Modern. In addition, the school has a regular art week and artists in residence are used. This helps to ensure that the subject makes a positive contribution to pupils' spiritual, social, moral and cultural development.

DESIGN AND TECHNOLOGY

108. Few lessons were observed during the inspection and judgements are therefore based on displays and portfolios of pupils' work. The quality of work displayed and observed in the classrooms shows that pupils, including those with English as an additional language and those identified as being refugees, reach a satisfactory level of attainment by the end of both key stages. Pupils with special educational needs make satisfactory progress due to the support they are given in the class both by learning support assistants and class teachers. Standards in design and technology have improved since the last inspection as pupils in Year 6 now carefully evaluate the finished product and adapt designs as required.
109. Across the school there is a systematic approach to the development of a full range of skills and knowledge. By the end of Year 2, pupils gain experience of working with a range of materials and prepare suitable plans of clay models. A display of simple puppets explained how they had been designed and made. Model cars showed that pupils in Year 2 are able to construct a wheeled model using axles for the wheels to turn. This is continued in Year 3 with the addition of a more complex upper body. In a Year 5 food technology lesson seen during the inspection, pupils tasted different kinds of bread and recorded their preferences on a prepared chart. There was no use made of the class computer to prepare these records, and overall there is too little use made of ICT and other computer related equipment to support and extend pupils' learning.
110. By the end of Year 6, pupils gain a better understanding of the importance of a variety of joints and make model shelters for a range of people in real life and fiction. They are able to join straws and wood and evaluate why the model needed adaptations as it was being built. Pupils are able to explain how to make the joints and the safety rules for cutting wood with saws. The planning notebook used by pupils to enable them to think through their initial ideas showed how they continually changed and evaluated their work and the reasons for any changes made. They are able to discuss their work in front of the school and take pride in the finished product.
111. The quality of teaching in the subject is good in lessons, but evidence suggests that over time, teaching is satisfactory at both key stages. Teachers have good classroom management and good subject knowledge. In Year 6, they know the specific skills, that need to be taught in order for pupils to succeed. The good use of questioning in lessons allowed pupils to think about their responses and in Year 6 to show how they could improve their design.
112. There is a good scheme of work based upon the Qualifications and Curriculum Authority's guidelines and this is used well by teachers to plan pupils' learning. The subject is managed satisfactorily with an enthusiastic, knowledgeable co-ordinator and a well-equipped room. Assessment procedures, however, are not well developed and this hinders teachers in planning learning that best fits pupils' needs, so that they can make good progress; however, there is a portfolio of photographs of models made by the pupils and this gives the co-ordinator a satisfactory understanding of standards. In general, there are too few opportunities for the co-ordinator to gain first-hand experience of teaching and this limits overall effectiveness in suggesting where further improvements can be made. Resources are sufficient and carefully stored to ensure easy access and return.

113. Design and technology adds to pupils' social, moral, cultural and spiritual development through the introduction to different cultures and designs. Pupils are encouraged to experiment with ideas and evaluate success and failure. The school takes part in the local firework celebrations using costumes designed by pupils.

GEOGRAPHY

114. No teaching of the subject was seen during the inspection. Evidence was gathered from an analysis of the documents and pupils' written work and through discussions with staff and pupils. Pupils with special educational needs and those who have English as an additional language were also involved in the discussions.
115. Standards are in line with expectations for seven and eleven-year-olds, and at the same level as those found at the last inspection. As they move through each of the classes, all groups of pupils make satisfactory progress. No judgement was made in the last inspection about attainment and progress at Key Stage 1.
116. By the end of Year 2, pupils identify human and physical features on a map such as a bridge, river, church, beacon and castle after reading *Barnaby and the Badger*. They give reasons why people do not like the new road, because there is too much noise and farmers will lose their land; however there are no comparisons made with their own locality, thereby reducing their understanding. They do, however, know the meaning of some of the weather symbols.
117. After watching a video about St Lucia, pupils in Year 6 compared the weather and transport there with their own area, highlighting the similarities and differences between the jobs people do in Britain and St Lucia. They know that there is a volcano in St Lucia, which caused much damage to the island when it last erupted. Some pupils also remember that they studied the environment and made posters about road safety and litter recycling. Year 5 undertook a trip to the Isle of Wight and learnt about the seaside and rural environment, which they compared with their own urban environment in London. They also know some main towns and cities in the British Isles but they know little about maps to scale or grid references learnt during Years 3 to 6. There is limited evidence of independent research work showing the use of primary and secondary sources or expressing their findings using suitable vocabulary, and this restricts progress. Their understanding of drawing plans, and making maps to different scales, data-handling such as co-ordinates and grids and the use of ICT is also insufficiently developed.
118. The learning in geography supports the learning of English, mathematics, history and art. It also makes a satisfactory contribution to pupils' spiritual, moral, social and cultural development by exploration of the life-styles, customs and traditions of people in other parts of the world.
119. Discussions with pupils indicate that many of them demonstrate a healthy curiosity about geography. They are keen to answer and ask questions, including those with special educational needs and for those whom English is an additional language. Lack of effective writing skills and the lack of regular teaching of the subject, however, affect pupils' retention of learning. Organised visits and an Internet link with a school near Dartmoor enhance the breadth of study in geography.
120. The geography co-ordinator has been in post for about a year. The school has adopted a national scheme but a lack of monitoring and assessment is creating gaps in developing learning. There are few procedures to monitor pupils' progress and to ensure consistency of learning from class to class. Furthermore, the lack of regular weekly lessons throughout the year inhibits progress. Books, software, maps, atlases and packs for use by pupils and teachers are adequate and the school makes good use of its pupils to know the areas of the world from which their families came, and the languages and cultures they represent.

HISTORY

121. Standards are in line with expectations for seven and eleven-year-olds, and have remained stable since the last inspection. There is no marked difference between the attainment of boys and girls. Pupils with special educational needs achieve well with support and those who learn English as an additional language and those pupils who are refugees demonstrate satisfactory achievement, with additional support for English.
122. By the age of seven, the pupils are beginning to develop some understanding of the past by learning about what Victorian kitchens looked like and how they were different from our own kitchens. Year 1 pupils compare their toys by describing how they work and why they like them by drawing and writing about them. They are beginning to understand that the toys their parents played with are old. They understand the passage of time, relating it to their own lives, and are developing an understanding of key historical facts. Strengths at Key Stage 1 include the pupils' increasing understanding of the passage of time and the difference between past and present.
123. In Key Stage 2, pupils in Year 3 demonstrate their understanding of the lives of the Romans by participating in a drama led by a theatre company. They dress themselves as Roman citizens: soldiers, slaves, merchants and ladies. They learn that Roman lives were very different from theirs in the way they cleaned and dressed, the food they ate and how they fought and won as a well-disciplined army with better weapons against the larger army of Queen Boudicca. Year 4 pupils can recall key facts of the Second World War and understand what it was like living at that time by studying first-hand evidence and asking searching questions of a couple who explained their experiences to them. They tasted biscuits and sandwiches based on wartime recipes and demonstrated empathy with the evacuees and people under blitz conditions. Year 5 pupils compare the present map of Greenford with that at the end of the nineteenth century to study the changes. They explore, by using primary evidence of the census in 1841 and 1881, what jobs changed in that period and why. They know that the population of the area increased from 400 to 600 because of new building work and industry. As a result of engaging in a role-play, Year 6 pupils understand well the differences between the Spartans and Athenians but do not display the same depth of understanding of their similarities. They have a clear sense of chronology, particularly in their oral work; however, their information gathering and analysing and the use of historical language, particularly in their written work, are not effectively developed. This also affects their interpretation of events and ability to explain cause and effect in a structured way.
124. Pupils generally display sound factual understanding of events and are beginning to use relevant historical terms in describing and sequencing events; however, their research skills remain insufficiently developed. Pupils are interested in history. They concentrate well and are mostly keen to express themselves in different ways, orally in role-play and drama, in writing using different genres and in drawing and painting.
125. History makes a good contribution to pupils' literacy by extending the range of writing tackled when they cover areas such as fact, opinion and empathy. Occasionally less developed writing impedes pupils' effective communication. The subject also makes an adequate contribution to numeracy, art and design and technology but there was little evidence of the use of ICT in history.
126. The quality of teaching is generally good in lessons seen in both key stages. Teachers know their subject well, have good subject knowledge and use resources effectively. Most teaching is done through the use of a variety of teaching methods and appropriate resources including books, posters, pictures, artefacts, visits and visitors. Lessons are varied and occasionally challenging for most groups of pupils. There are good displays around the school: portraits of the Queen in her Golden Jubilee Year, posters, pictures and pupils' writing about the Second World War, Victorian artefacts, Ancient Greeks and Romans on display, toys and books. The breadth of study in history is enlivened through visits to places of historical interest such as the Gunnersbury Museum, theatre workshops and Tudor and Victorian Days.
127. The quality of leadership and management is satisfactory; however, there are no formal assessments or monitoring of portfolios of work from each year group. Though there is sufficient time devoted to history teaching, the way the time-table is organised in blocks inhibits continuous step by step progress and achievement, particularly in developing research skills. Resources such as posters, videos, tapes, books, maps and artefacts are adequate.

INFORMATION AND COMMUNICATION TECHNOLOGY

128. Attainment in ICT is in line with national expectations by the end of both key stages. This is an improvement from the last inspection when attainment was below that expected for seven and eleven-year-olds. The introduction of the computer suite has benefited teaching and learning in the subject, enabling pupils to work in pairs with direct tuition. The computers are modern and networked; enabling access to the Internet if required. The introduction of a computer suite has benefited progress and standards. Pupils demonstrate confidence in the use of the machines. At all ages, pupils can log on and off, control the mouse and use the keyboard satisfactorily. By Year 5, pupils can work independently, saving and retrieving their work and exploring properties of the software. Teaching covers all aspects of the National Curriculum, although the use of control technology to extend pupils' learning has been identified by the school as needing further development.
129. The teaching of ICT skills at both key stages is satisfactory overall. Lessons are carefully planned and there is an understanding of the software used. The result is that pupils, including those with English as an additional language, make satisfactory progress in the lessons observed. The practice of pairing pupils to work on the computer in the suite enables those with special educational needs and those who are refugees to be well supported by others and they make good progress. A strong feature of the subject is the co-operation between pupils and the ability to share expertise; pupils learn to take turns, discuss work and support each other's learning. The good progress seen in ICT lessons is not being sufficiently consolidated due to the lack of opportunity in classrooms for further practice. This reduces the overall quality of teaching and learning. During the inspection there were very few examples seen of pupils using ICT skills to support learning in other subjects. In addition, the computers in the classrooms tend to be older and therefore slower.
130. At Key Stage 1, pupils learn basic word processing skills and show the ability to sort word lists into alphabetical order. They are able to use the delete and backspace keys and can move text but these skills are not transferred into the classroom. At Key Stage 2, pupils are able to use a simple graphics programme and create a reproduction in grey scale of Matisse's *The Snail*. A good demonstration by the teacher showed the potential of the software and ensured that pupils manipulated the shapes and understood the task set. This was followed by positive collaboration between all the pupils, enabling good learning to take place.
131. During the inspection, little ICT work was seen on display. There is a display of a school 'Special Day' using a digital camera and messages sent to the school through the Internet by a teacher travelling the world. This effectively demonstrates to pupils how ICT can be used to send information easily and quickly; however, there is no indication that pupils contributed to the displays or responded to the messages.
132. The computer suite is a well-used resource and through the use of special demonstration software all pupils can view the teacher's instructions on their own screen. The subject co-ordinator has prepared detailed and comprehensive plans showing how pupils' work will progress as they move through the school and how by linking ICT to other aspects of the curriculum, pupils will learn more. The co-ordinator has given a good lead to her colleagues since the previous inspection and her personal contribution has done much to raise the status and profile of the subject. Little evidence was seen of the use of ICT in the classroom, although evidence was produced to show how this has featured in the past, and it is included in the development plan.
133. The co-ordinator is unable to monitor standards of teaching and learning in the subject and there are too few opportunities for her to see how the subject is taught in lessons. Assessment procedures rely upon the Qualifications and Curriculum Authority's guidelines and those provided by the purchased scheme of work; however, at present these are inconsistently used by teachers to monitor progress. Resource levels have improved but the older computers in classrooms are insufficient in quality and number and hamper learning. The use of ICT beyond discrete sessions is unsatisfactory and as a result pupils do not learn enough about how it can be used to support their learning in other subjects.

MUSIC

134. Attainment in music by the end of both key stages is in line with national expectations and in singing, it is above national expectations. This represents some progress since the last inspection. All pupils, including those with special educational needs and those learning English as an additional language as well as those who are refugees, make good progress as they move through each of the year groups.
135. Most lessons observed during the inspection were led by teachers who are trained and have additional expertise in teaching music. These lessons were of high quality. The input of trained musicians is having a beneficial effect on progress. In all the lessons seen, classes were managed well and pupils participated with enthusiasm.
136. In a good Year 1 lesson, the teacher took care to use the correct terminology. Pupils' know what a 'chorus' is and that a 'refrain' is another name for 'chorus'. They know and understand why different instruments and sounds are appropriate, for example, that a lullaby will need an instrument played softly to support it musically. In a very good Year 5 lesson, a balance was created between activities led by the teacher and those where pupils joined in.
137. Throughout the school, pupils demonstrate a growing understanding of musical terminology, of how to use instruments and how to compose and perform musically. Singing assemblies are held regularly, one for Reception to Year 2 and one for Year 3 to Year 6. The standard of singing is high and pupils sing with real enjoyment. All staff take part in these assemblies, including the headteacher, which gives them added status and importance. These assemblies and all the music lessons observed, make a positive contribution to the pupils' spiritual and cultural education. Music is also used effectively to support other assemblies.
138. The subject is led and managed very well. The consequences of using an effective scheme to support learning in the subject can be seen in the steadily increasing confidence of both teachers and pupils. The decision in this academic year to release teachers who are trained musicians to take classes in other year groups is having a very positive effect on progress and is likely to raise levels of attainment in the subject. Planning identifies cross-curricular links, for example, the Year 5 music this term links with their history topic on the Victorians by using Victorian Christmas music. Assessment in the subject is currently under-developed. The introduction of structured assessment procedures, consistently applied, would help to raise standards.
139. There is a school choir, but it does not meet every term and there are no extra-curricular musical activities available for the pupils at the moment. The pupils would benefit from additional opportunities for music. There are limited links with the community. In the past year a drum workshop was held and a trombone workshop has been arranged for January 2003. Resources are good and include a designated music room. This represents an improvement since the last inspection when resources were barely adequate and in a poor state of repair.

PHYSICAL EDUCATION

140. Standards are in line with expectations for seven and eleven-year-olds and have remained stable since the previous inspection. Pupils of all abilities, including those with special educational needs and those who are refugees, make satisfactory progress in all aspects of the physical education curriculum. There is no difference in the standards reached by boys and girls.
141. By the age of seven, pupils demonstrate a positive interest when taking part in physical education activities and work hard in lessons. They show increasing control over their bodies and are able to follow a simple sequence of instructions given by their teacher. Lessons often commence with the teacher explaining to pupils the importance of warm-up activities and this helps them to develop their understanding of the need for preparatory exercise before commencing the formal part of the lesson. They are able to proceed through actions such as stretching, jumping and travelling, and with guidance

they are able to perform a simple sequence of movements and conclude this by holding their position for three seconds. For their age, pupils are able to use the school's gymnastic apparatus successfully in undertaking gymnastic work.

142. By the age of eleven, pupils further develop skills in the various strands of the curriculum. In Year 4, pupils have a weekly swimming session and although these sessions were not observed during the inspection, evidence indicates that by the age of eleven many pupils are able to swim the minimum distance and some can go beyond this. Of note are the good opportunities provided for them to take part in activities that extend their skills of ball control by receiving and passing a ball with both their hands and feet. They show a clear understanding of the concepts of 'attack' and 'defence' and use these skills well when participating in small team games on the school playground. They recognise the importance of warm-up and cool-down sessions to ensure that they do not suffer from pulled muscles.
143. Pupils' learning is, however, restricted by the lack of involvement in extra-curricular activities, which are few, and there is limited provision for pupils to participate in competitive sports against other schools. This limits the pupils' ability to work collectively as part of a team and thus further develop their social skills. There is potential to make more use of the subject to extend pupils' spiritual, social, moral and cultural development. There are some opportunities for a minority of pupils to extend their dancing skills by taking part in the extra dance sessions that the school provides during 'Special Time' at the end of the week.
144. Teaching is satisfactory at both key stages. Teachers demonstrate awareness of health and safety issues and have high expectations of pupils regarding dress and preparation for lessons. This develops pupils' understanding that dressing correctly for physical education work is important. Teachers themselves set a good example by wearing appropriate clothing. Pupils respond very well to the warm praise and encouragement that many teachers give to them and this helps to promote the pupils' self-confidence and approach to their physical education learning. Time is used well during lessons and the organisation of learning is effective. During one good Year 6 physical education lesson seen during the inspection the pupils had to take part in small team games such as 'bench ball'. The teacher took a full and active part in the games, heightening the pupils' interest and enthusiasm. The pupils were suitably organised to enable them take part in three similar types of games ensuring that the lesson moved with brisk pace and purpose. Pupils listen attentively to the advice that teachers give in order to improve their performance and are keen to put advice into practice. The impact of teaching is limited, however, by too few opportunities for pupils to evaluate critically both their own and their classmates' work with a view to improving their own performance.
144. The leadership and management of the subject are satisfactory. The co-ordinator has worked hard, for example, to organise resources so that they are secure yet are easily accessible to pupils and teachers. Given the current state of the main building, most of these are stored outside in wooden huts that are in a poor state of repair. Since the last inspection, the school has implemented the Qualifications and Curriculum Authority's scheme of work to help teachers in planning lessons and this is consistently used in all classes. The co-ordinator is aware of the need to ensure that pupils' progress is monitored and recorded as they move through each of the classes so that their learning can be effectively developed. In lessons, the subject makes a satisfactory contribution to pupils' social progress by developing their understanding of the need to work effectively as part of a team. There are missed opportunities to extend this, however, due to the very few opportunities for pupils to participate in extra-curricular activities or compete regularly in competitive sports against other schools.

RELIGIOUS EDUCATION

145. Attainment in religious education meets the expectations of the locally agreed syllabus at the end of both key stages. Pupils with special educational needs and those with English as an additional language make satisfactory progress in relation to their prior learning and boys and girls attain equally well.
146. Year 2 pupils know the importance of light in their own lives both for safety and for fun. After watching a video on the subject of Light and Dark, they learnt about the use of candles in the celebration of Diwali,

Hanukah, Christmas and St Lucia's day in Sweden. They discussed their own special occasions such as birthdays and candles on their birthday cakes because of the way the teachers helped them to think about what is special in their own lives. They created a moment of spiritual reflection by switching off the lights and lighting a candle. Pupils also independently looked in a selection of books and found examples of the types of lights and artefacts used in worship and celebrations such as the menorah, Shabbat candles and divas in Jewish and Hindu religions. Year 1 relate well to the story of Guru Nanak as a child helping the hungry.

147. Year 3 pupils can tell the story of Rama and Sita and its importance to Hindus. They understand good and evil and relate to what it means to die of grief. Pupils in Year 4 learn about the meaning of the story of Noah and why God sent the Great Flood. They also understand the rainbow as a symbol that all creation matters to God, even the smallest insect or bird. They are beginning to understand that God wants people not to fight but to be kind to each other and to undertake good deeds for one another. Year 5 pupils recognise the different symbols of Christianity, and Year 6 pupils know the common points of different religions. They also know the rules the Sikhs observe in the Gurdwara and the meaning of Hindu terms such as dharma, karma and moksha, but their understanding of some key events, such as the development of Sikhism and Hinduism is somewhat muddled, as evidenced in their written work.
148. Pupils respond to religious education generally with interest. They work well together, concentrate on tasks, share their own experiences and learn from each other when such opportunities are provided, by sharing experiences from their own religious perspective. As this is a multi-religious school, pupils bring in a wealth of personal religious experiences that they feel very comfortable in sharing with each other.
149. The quality of teaching is mainly satisfactory, with some examples of good teaching enabling pupils to develop reflective, empathetic and thinking skills. In most classes, teachers question effectively to help recall facts from the current or previous lessons. Sometimes teachers are insecure in their knowledge of the subject and do not draw out the religious significance of pictures, artefacts and stories, particularly in teaching different world religions, though there are staff from most religious groupings. Teachers also provide good experiences to extend learning about Christianity by organising visits to local churches. There have been no recent visits to local gurdwaras, temples and mosques, which are also not far from the school, to deepen pupils' understanding about other religions and cultures. The school, however, celebrates religious festivals such as Diwali, Eid or Christmas as part of school assemblies.
150. The religious education curriculum meets statutory requirements. The school follows the Ealing agreed syllabus with elements from the national scheme and the school designed units; however, the allocated time for religious education is below the recommendations time especially in Key Stage 2 where it is blocked against personal, social and health education and citizenship. As a result, pupils do not always get sufficient opportunities to explore some themes and units in sufficient depth.
151. Religious education is reinforced in school assemblies by celebrating festivals and it also makes a good contribution to pupils' spiritual, moral, social and cultural development. In this culturally diverse school, religious education enables pupils to respect each other's religions and there is no withdrawal except for certain celebrations. The subject policy has been recently updated and monitoring and assessment across the school is still being developed. Resources for the subject such as books, artefacts and pictures are satisfactory.