

INSPECTION REPORT

GRANGE PRIMARY SCHOOL

Ealing, London

LEA area: Ealing

Unique reference number: 131144

Headteacher: Mr H Formella

Reporting inspector: Mrs R Frith
2490

Dates of inspection: 16 – 19 June 2003

Inspection number: 251319

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary School

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Church Gardens
Ealing
London

Postcode: W5 4HN

Telephone number: 020 8567 1432

Fax number: 020 8840 0113

Appropriate authority: The governing body

Name of chair of governors: Mr P Vickers

Date of previous inspection: July 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2490	R Frith	Registered inspector	Design and technology Educational inclusion English as an additional language	What sort of school is it? School's results and achievements How well are the pupils taught/ What should the school do to improve further?
9010	G Ellisdon	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
23658	S Parker	Team inspector	English Music Special educational needs	
5902	M Harrison	Team inspector	Information and communication technology Religious education	
28200	P Stevens	Team inspector	Mathematics Art and design	How good are the curricular and other opportunities offered to pupils?
32136	L Brookes	Team inspector	Geography History Areas of learning in the Foundation Stage	
32181	M Coles	Team inspector	Science Physical education	How well is the school led and managed?

The inspection contractor was:

Nord Anglia School Inspection Services

Strathblane House
Ashfield Road
Cheadle
Stockport
SK8 1BB

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33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Grange Primary School is a large community school for boys and girls aged 3 to 11 years. There are 477 pupils on roll, including 42 children who attend the nursery part-time. The school is situated in South Ealing and serves children who live in owner-occupied or rented housing, hostel or bed and breakfast accommodation. Over a third of the pupils come from outside the immediate catchment area. The percentage of pupils receiving free school meals is above the national average. On entry to school, pupils show levels of attainment below those seen nationally for children of the same age. Currently, 79 pupils are identified as having special educational needs of whom six have a statement of special educational needs. Those receiving additional support reflect a wide range of learning difficulties. Pupils come from many different minority ethnic backgrounds, including 50 from homes where English is believed to be spoken as an additional language. Thirteen of these children are at the early stages of learning English. Two pupils come from families with refugee status. Pupil mobility is high with a significant number joining or leaving the school other than at the usual times. Recruitment of teachers is an on-going issue for the school and in order to ensure a teacher in each class, temporary, overseas trained teachers and agency teachers have been encouraged to join the staff. The school has been awarded a Silver Arts Mark for its commitment to music and drama.

HOW GOOD THE SCHOOL IS

The school provides a satisfactory standard of education. It has begun to settle after the appointment of a new headteacher and the implementation of new policies and procedures. His good leadership and management are giving clear educational direction and developing a team of staff who have identified good priorities for school improvement. Standards are improving but remain below average. Teaching is frequently good in the Foundation Stage and in Years 1 and 2 and satisfactory in Years 3 to 6. Provision for pupils' personal and social education is good. Finances are well managed and used effectively to improve the quality of provision but the accommodation is poor. Taking all these factors into account, the school is now providing satisfactory value for money.

What the school does well

- The leadership and management of the headteacher have helped to focus the school on raising standards.
- Children make a good start to school life and achieve well in the Foundation Stage of learning.
- The quality of teaching in the Foundation Stage and in Years 1 and 2 is frequently good.
- Standards in music are well above those seen nationally for pupils of this age.
- Provision for pupils' spiritual, moral, social and cultural education is good and helps to enhance pupils' personal development and good relationships.
- Most pupils have good attitudes to school and their learning.
- The school provides a good range of extra-curricular activities which supports pupils' personal development and helps them with their learning.

What could be improved

- Standards of attainment throughout the school in English, mathematics and science.
- Assessment of pupils' attainment and progress to ensure that all pupils are appropriately challenged, particularly the higher-attainers.
- Attendance and punctuality.
- Accommodation.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Following the last inspection, provision and standards at the school began to decline but there are indications that over the last eighteen months there have been significant developments focused on the raising of standards. Staff have satisfactorily addressed the key issues arising from the last inspection in 1998 in relation to curriculum planning and management but the rate of improvement, in particular the

development of subjects, is to some extent dependent on the school's ability to recruit

and retain teachers. Staff have reviewed their assessment practice but have identified the need to develop this further. Standards are beginning to improve in science in Years 1 and 2 but pupils still need more opportunities to take part in experimental and investigative activities. Areas for future improvement are clearly identified and there is an obvious commitment to succeed amongst senior managers. Overall, improvement since the last inspection has been satisfactory taking the many recent developments into account.

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

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

Children quickly settle to school life and make good progress in the nursery and reception classes. Currently, they are likely to reach the standards expected nationally for children of that age in all areas of learning. In the 2002 national tests, Year 2 pupils achieved standards which were well below average in reading, writing and mathematics. Results of the 2002 teacher assessments for science indicate well below average standards. Pupils reached well below average standards in reading and mathematics and below average standards in writing when compared with similar schools. Overall, these results indicate a decline in standards from the previous year. Teachers have introduced new strategies to raise standards and these are beginning to have a positive effect on how pupils' achieve, particularly in the Foundation Stage and in Year 1. However, insufficient time has passed for these to have impacted fully on the standards of Year 2 pupils in the national tests.

In the 2002 national tests, Year 6 pupils achieved standards which were well below average in English, mathematics and science when compared with all schools and below average standards when compared with similar schools. Over the last five years, the school's trend of improvement was below the national trend. Although these results show a decline in standards from the previous year there are signs of improvement. In 2002, the school achieved its realistic targets in English and mathematics. Overall, standards as indicated above are not good enough but due to recent strategies introduced by the new headteacher and the impact of new teachers who are using these strategies to improve their teaching, standards are beginning to rise. Pupils with special educational needs make satisfactory progress towards their targets. In some lessons, higher-attainers do not achieve as well as they might because the work provided is insufficiently challenging. There is evidence of underachievement amongst some boys, including those from Black-African and Black-Caribbean backgrounds. Overall, pupils speaking English as an additional language make satisfactory progress and in the Foundation Stage and Years 1 and 2 it is good.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils enjoy going to school and are keen to take part in the activities provided. Those in the school choir are particularly enthusiastic.

Behaviour, in and out of classrooms	The behaviour of pupils in the Foundation Stage and Years 1 and 2 is good. However, although most pupils in Years 3 to 6 behave well there is a significant small minority who do not meet the school's expectations.
Personal development and relationships	Pupils become increasingly responsible and are aware of the needs of others. Relationships amongst pupils are good and those from different backgrounds and minority ethnic groups work and play well together.
Attendance	Though better than at the time of the last inspection, attendance is well below the national average. A significant number of pupils arrive late to school. This affects pupils' progress and the standards achieved.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	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 broadly reflects that seen at the last inspection with over half of the lessons observed being good or better and a few lessons being unsatisfactory. There is a wide range of teaching across the school which reflects the high quality of music teaching, frequently good teaching for children from the nursery to Year 2, the relative inexperience of some teachers, the inconsistent management of pupils' behaviour and insufficiently high expectations of some teachers in Years 3 to 6. Improvements in teaching in Years 1 and 2 are only just beginning to advance the rate of progress which pupils make. Over time, progress has only been satisfactory due to the less rigorous planning and changes in staffing. For pupils to maintain good progress over time, consistent good teaching is needed to counteract the barriers to learning evident amongst some pupils. The teaching of children in the nursery is particularly effective in developing their communication, personal and social skills and their attitudes to learning. These strengths are built upon successfully in the reception classes. Teachers have adopted the National Numeracy Strategy satisfactorily, and this is helping to improve teaching to a good level, and raise standards in Years 1 and 2. Teaching remains satisfactory in Years 3 to 6. Staff have been less effective in implementing the National Literacy Strategy and teaching remains satisfactory overall. The school has yet to indicate how pupils' reading and writing skills are to be systematically developed in all subjects or to raise teachers' expectations of what pupils can achieve. Teachers need to use the information on pupils' attainment and progress to plan work which meets the needs of all, including the higher-attainers, boys and those from various ethnic groups. The school allocates valuable additional support for pupils with special educational needs but this is below the level usually seen. Teaching is good for those pupils who speak English as an additional language when they receive additional specialist support but some teachers are not aware of how fully to meet their needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning opportunities are satisfactory across the school. Provision for extra-curricular opportunities and for personal, social and health education is good.
Provision for pupils with special educational needs	Provision is satisfactory overall and when withdrawn for intensive small group work pupils make good progress.

Provision for pupils with English as an additional language	Pupils at the early stages of learning English generally make good progress when working with additional specialist support. Overall, pupils make satisfactory progress when working in class.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development through the promotion of spiritual and cultural awareness and knowledge of social and moral responsibilities is good. Race relations are good.
How well the school cares for its pupils	The school makes satisfactory arrangements for the welfare, health and safety of pupils. The way teachers assess pupils' attainment and progress and how they use this information is unsatisfactory in Years 1 to 6.

The school makes satisfactory links with parents to encourage them to support their children's learning at home and in school. A significant number respond positively to this but others fail to ensure that their children arrive at school regularly or on time.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has successfully introduced policies and procedures which are conducive to learning, and standards are beginning to rise. He has a clear vision for the school's development which has been communicated effectively to the staff. Senior managers satisfactorily support him.
How well the governors fulfil their responsibilities	Governors play an integral part in the leadership and management of the school and are clear about the priorities for development. They are well informed and involved in making decisions. All statutory requirements are met apart from a few minor omissions in the information given to parents.
The school's evaluation of its performance	Staff are improving the ways in which they evaluate their work and have established a system of monitoring and target setting that is guiding school improvement.
The strategic use of resources	Financial planning and management are good. Funds are allocated appropriately and correct financial procedures are followed. Staff and governors obtain the best value for their spending.

In line with other schools locally, Grange Primary has experienced great difficulty in recruiting and retaining teachers, and this has affected all areas of its work. There are sufficient teachers to ensure that class sizes are not too large. Currently eight gained their teacher qualification outside the English system and are on temporary contracts. Support staff are usually effective and are a contributory factor in the pupils' learning. The accommodation is poor and affects teaching and learning. A broadly satisfactory range and quantity of resources are used appropriately to support learning throughout the school.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The multicultural nature of the school where all pupils are valued and taught to value the backgrounds and beliefs of others. • The quality of music teaching and the opportunities children have to perform in front of an audience. • Children like going to school. • The teaching is good and helps pupils to make good progress. • Parents feel comfortable about approaching staff if they have any questions or a problem. • The school is well led and managed. 	<ul style="list-style-type: none"> • The school buildings. • Behaviour. • Activities outside lessons. • Homework. • Information about how their child is getting on. • A closer working relationship with the school.

Inspectors endorse the positive views held by parents. They looked closely at the issues raised by some parents but believe the range of extra-curricular activities to be good and homework to be satisfactory overall, although there is some inconsistency in provision. Inspectors agree with parents about the poor condition of the buildings and that a few of the older pupils display unsatisfactory behaviour on occasions. The school encourages parents to become involved in their children's learning at home and at school and provides satisfactory information about their progress.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 Children are admitted to the nursery after the age of three. They have a broad range of prior attainments and experiences but overall their attainment is below average. They generally make good progress in the nursery and reception classes due to good teaching and support. By the time they start in Year 1, children are likely to reach average standards in communication, language and literacy, mathematical, creative, physical, personal, social and emotional development and knowledge and understanding of the world.
- 2 Results of the 2002 standard assessment tests for pupils in Year 2 indicate that, in comparison with all schools, pupils' attainment was well below average in reading, writing and mathematics. When compared with pupils in similar schools, their attainment was well below average in reading and mathematics and below average in writing. Results of the 2002 teacher assessments in science indicated that the number of pupils reaching the expected level for their age (Level 2) was well below average. These results showed a decline in standards in reading, writing and mathematics from the previous year and compared with the last inspection.
- 3 Pupils' attainment in the 2002 tests for pupils in Year 6 was well below the national average in English, mathematics and science. When these results are compared with those of pupils from similar schools, attainment was below average in all three subjects. Overall, however, the information provided by the school shows that the great majority of these pupils who attended school regularly and did not have specific special educational needs made at least satisfactory progress from the period when they took their Year 2 tests in English and mathematics. Results indicate a decline in standards in English, mathematics and science from the previous year and also since the last inspection. In this year, the school broadly met its realistic targets for the percentage of pupils reaching Level 4 in English and mathematics. Over the last five years, the school's trend of improvement for these subjects was below the national trend.
- 4 Pupils across the school are currently making satisfactory progress due to the recent improvements in teaching, planning, assessment and behaviour management. However, several factors have, in the past, negatively affected the pupils' progress and the standards achieved year-on-year. Pupils' progress has sometimes been unsatisfactory. A key feature in Grange Primary is the well below average attendance rate which not only affects the progress of individual pupils when they are absent, but also the work of teachers, because they have to ensure that these pupils catch up with their work. Also, a significant number of pupils have either left the school or others have arrived, and this affects their continuity of learning. In some years, a significant number of pupils have special educational needs, or are at the early stages of learning English and this affects their ability to reach nationally expected standards. Another factor which has significantly affected the pupils' attitudes to learning and consequent achievement, particularly the older pupils, is the frequent changes in teaching staff, and use of teachers for short periods of time, which have occurred over the last few years. Although the quality of teaching has recently improved in Years 1 and 2, pupils' progress over time remains only satisfactory.

- 5 Overall, standards in English are lower than at the time of the last inspection. Evidence from this inspection and the unconfirmed results of the 2003 national tests indicate that the pupils currently in Year 2 have below average speaking, listening and reading skills, and well below average skills in writing. In Year 6, pupils are attaining below average standards in speaking and listening, average standards in reading and well below average standards in writing. Some pupils lack confidence in speaking and still use a restricted range of vocabulary in Year 6. Consequently, they find it difficult to explain clearly what they want to say. Improvements have been made in reading, however, and many pupils enjoy reading and talking about their books. Writing is the weakest aspect of English because pupils are not given sufficient opportunities to practise writing across the whole curriculum or to write at length. Boys, in particular are under-achieving in this area.
- 6 Standards in mathematics are lower than at the time of the last inspection for pupils in Year 2 and Year 6 and remain below those expected nationally. This judgement reflects the unconfirmed results of the national tests for Year 2 pupils in 2003. Higher-attainers are not being appropriately challenged and consequently are not reaching the standards of which they are capable. Pupils who have poor attendance rates or have had their education disrupted also have trouble maintaining satisfactory progress as much of the learning is sequential and if lessons are missed, when new concepts or methods are introduced, they find it difficult to catch up.
- 7 Standards overall in science are similar to those at the time of the last inspection for pupils in Year 2 and Year 6 and remain below those expected nationally. This judgement for Year 2 pupils reflects the standards assessed by teachers in 2003. Pupils have insufficient opportunity to develop their enquiry and investigative skills and this affects their overall progress and achievement. Higher-attainers, in particular do not achieve as well as they can because these skills are a significant feature of the more advanced work in science. However, the co-ordinator has identified this, and other issues, through the monitoring of pupils' standards and is encouraging staff to develop their practice. Standards are beginning to improve for pupils up to Year 2.
- 8 Pupils in Year 2 are currently reaching below average levels of attainment in speaking, listening, mathematics, science and art and design, and well below average levels in writing. Standards are average in design and technology, geography, history, information and communication technology (ICT), physical education and religious education and above average in music.
- 9 Pupils in Year 6 are currently reaching average levels of attainment in reading, geography, history, information and communication technology and religious education. Standards are below average in speaking, listening, mathematics, science, design and technology and physical education and well below average in writing and art and design. Standards are well above average in music.
- 10 Pupils learning English as an additional language make similar progress to their peers and have full access to a broad curriculum. Recent developments in teaching, since the appointment of a specialist teacher, are already helping to improve their progress when they receive additional support because the work set more readily meets their needs. Some teachers are not sufficiently experienced in teaching these children and consequently do not always plan appropriate work for them to do. Recent analyses of attainment has indicated that some boys are under-achieving, particularly those from some minority ethnic groups such as African-Caribbean and Black- African. This is most significant in their English work, especially their writing.

- 11 Pupils of higher attainment are sometimes not appropriately challenged and consequently do not achieve as well as they could. Senior managers have identified this issue and have recently introduced new assessment procedures which will highlight pupils' attainment levels and progress, thereby giving teachers information about the next stages required in the pupils' learning.
- 12 Pupils who have special educational needs are identified early and provided with an individual education plan. The number of pupils on the special needs register is average. These pupils make sound progress, and the school reports an improvement in their standards following the adoption of officially recommended booster schemes for literacy and numeracy.

Pupils' attitudes, values and personal development

- 13 Most pupils have good attitudes towards school and learning. The majority of pupils spoken with during the inspection and nearly all parents who completed the questionnaire confirm that children like going to the school. The enthusiastic way pupils participate in extra-curricular activities is further evidence that they enjoy school and all it has to offer.
- 14 The school's good links with the parents of children in the Foundation Stage positively impact on the way the young children feel about the school and their attitudes to learning. The children are very familiar with the school's expectations and routines and purposefully set about their activities. These good attitudes generally persist as pupils move through the school though they are less evident amongst some pupils in years 4, 5, and 6. Most pupils are well motivated and work with interest and involvement. This makes a positive contribution to their learning. They are usually keen to participate by answering questions or contributing in other ways. When teaching is good, they settle quickly to classroom activities and concentrate on them until they are finished. In less stimulating lessons, pupils sometimes lack the self-discipline to apply themselves consistently. This results in wasted time and hampers progress. Most pupils are keen to do well and take care over the presentation of their work. In general the pupils' independent learning and research skills are underdeveloped because not enough lessons are based on the key elements of enquiry and interpretation.
- 15 Overall, behaviour at the school is satisfactory but inspection evidence supports the view of parents that it is better in the Foundation Stage and in Years 1 and 2, than in Years 3 to 6. The previous inspection report stated that pupils were pleasant, and sensibly behaved. Many still are. For example, inspectors encountered several examples of great courtesy when pupils helped them find their way around the school. They also found pupils sensible, friendly and polite when speaking with them.
- 16 Behaviour in lessons at the Foundation Stage and in Years 1 and 2 is generally good. Pupils sit quietly and listen carefully to teachers and each other. They put up their hands to answer questions and take turns when doing so. This is because they understand and follow set routines and codes of conduct. However, although most pupils in Years 3 to 6 show they are capable of good behaviour, there are sometimes significant amounts of unsatisfactory behaviour in lessons particularly in Years 4, 5 and 6. Pupils talk amongst themselves and ignore the teacher; a few occasionally make disrespectful remarks to each other and to teachers. Some wander about and try to distract others who are working. Such behaviour is most obvious in lessons that lack pace, or where pupils have not been well briefed or activities are not sufficiently relevant or challenging, and the teacher's behaviour management skills

are weak. In these lessons, most pupils become distracted and noise levels high; little meaningful work is done and progress is unsatisfactory.

- 17 Most pupils in the reception classes and Years 1 and 2 move around the school in an orderly fashion and, apart from one or two isolated instances of unsatisfactory behaviour, they behave well at break times and in the dining hall. However, in Years 3 to 6 some pupils rush about with little regard for the needs of others and there is more antisocial behaviour at playtimes. A small minority shows little understanding of appropriate social skills when eating lunch. Though most pupils respect their own and the school's property, some were seen kicking a door and a drain-pipe at the back of the Year 6 building and school council representatives complain that others 'trashed' some newly refurbished toilets recently. In the last full year before the inspection eight boys were excluded for a total of 22 fixed periods because of their unacceptable behaviour.
- 18 Because they are taught about the importance of friendship and to respect and to value all traditions, relationships amongst the pupils are good. Most pupils of all backgrounds mix well working and playing together harmoniously. They work together constructively in pairs and small groups listening carefully to one another and respecting one another's opinions. A good example of this was seen in a physical education lesson in Year 2 when pupils decided amongst themselves who should take which position in a batting game in a mature and sensible way. During the inspection there were no signs of bullying and while both parents and pupils say that it does occur, they do not think it is widespread.
- 19 Through the strong supportive ethos of the school, pupils learn to respect the values and beliefs of others. Pupils are tolerant and accepting, and listen with interest to information about other people's faiths. This was very apparent in a lesson about Hindu temples in Year 6 when all pupils demonstrated a sensitive awareness of the precepts of that faith. Pupils' confirm that there is no racism, but there is a feeling that boys dominate in the Key Stage 2 playground by taking up a great amount of space playing rather boisterous football. The school encourages the pupils to be well mannered and to respect themselves and others. That pupils support each other is manifest, for example, by the concern and care they show towards classmates hurt in the playground. Most pupils also relate well with staff and are open, warm and welcoming towards visitors.
- 20 Most pupils respond well to opportunities for their personal development. Pupils volunteer for monitoring and messenger duties keenly, and they perform them conscientiously and with pride. As they move through the school, pupils readily take on more responsibility; for example older pupils help the younger ones at play times. Class representatives on the school council undertake their roles seriously and sensibly; they welcome the opportunity to improve the school and take pleasure in contributing to its life.
- 21 Though better than at the time of the previous inspection, attendance continues to be poor. In the last full reporting year before the inspection, overall attendance was well below the national average for primary schools and the rate of unauthorised absences was above the national average. Scrutiny of recent data indicates that overall attendance has improved since September 2002, but it is still low. However, the rate of unauthorised absence has fallen. In all year groups, a significant number of pupils are taken on holiday in term time, and this adversely affects attendance figures. Since September 2002, over one hundred pupils have been absent for holidays, nine of which were for more than 10 days.

- 22 The previous inspection report indicated that some parents failed to recognise the importance of helping their children arrive at school on time so they do not miss educational opportunities and disturb others. This continues to be the case and lateness is a major problem at the school. A great many pupils arrive up to 10 minutes after the start of the school day at 8.55 a.m. and several, even later. There is a significant minority of persistent latecomers.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

- 23 The quality of teaching reflects that seen at the last inspection with over half of the lessons observed being good or better and a few lessons being unsatisfactory. This quality of teaching should be seen against a background of frequent changes of teachers, eight of whom have had to work hard to develop their expertise in teaching the National Curriculum. However, the frequent changes of teachers in the past has affected the quality and consistency of teaching over recent years.
- 24 The quality of teaching is frequently good in the Foundation Stage and in Years 1 and 2, and satisfactory in Years 3 to 6. In Years 1 to 6, a few lessons were unsatisfactory. In these, tasks were not sufficiently well targeted within a structure which supported the pupils' learning and consequently, the pace of learning slowed and pupils did not make the kind of progress of which they were capable. Sometimes, pupils' behaviour and attitudes affected their learning and they did not achieve as well as they could.
- 25 Information provided by the school indicates that improvements in teaching have only recently begun to impact on the quality of learning and the standards pupils achieve. For example, planning and assessment in the nursery has been developed well and this has improved the quality of teaching. Also, in the Foundation Stage the introduction of a new scheme to help children learn the sounds that letters make has significantly improved their reading and writing skills. However, pupils in the current Year 2 have not benefited from these improvements and progress over time has only been satisfactory. Consequently, their levels of attainment are not as high as they might have been, even though the quality of teaching they currently receive is frequently good.
- 26 Information also indicates that progress was not satisfactory in the past due to the frequent changes of teachers and lack of consistency in teaching and the curriculum. However, the school has addressed these issues and in particular, planning is now more rigorous. Consequently, teachers new to the school are supported by the recently introduced systems and are able to systematically build on the pupils' previous learning. These improvements are having the most effect on the younger pupils. Expectations are now higher than they were in the past and the school has, for example, introduced strategies to address underachievement for boys in Years 3 to 6. However, it is still the case that consistent, good teaching over time is necessary to counteract the significant barriers to learning evident in the school and to raise standards to a good level.
- 27 The quality of teaching in the nursery and reception classes is frequently good and an important factor in the way children develop good personal, emotional and social skills, attitudes to learning and behaviour. Good attention has been placed on settling children into school and the activities provided maintain the children's interest and support their learning. The children's knowledge, skills and understanding are successfully extended in the reception classes where they continue to develop confidence and make good progress. Lesson planning is very good and reflects the

national guidance for teaching children of this age. The work of the teachers and support staff is effective. They give valuable help to the children, which is a key feature in making children feel secure in their learning.

- 28 Some teachers have high expectations of their pupils and set work of appropriate challenge but here again, with frequent changes of staffing, expectations have not always been as high as they should be. However, current staff are aware of the need to challenge pupils and this was sometimes seen during the inspection. In the best lessons, teachers have a clear idea of what they want pupils to learn and share that with them. They provide appropriate support and challenge which ensure that pupils of all levels of attainment maintain a good pace in their learning.
- 29 Overall, teachers use time, resources and the expertise of support staff well in Years 1 and 2 and satisfactorily in Years 3 to 6. However, the school does not make enough use of the knowledge and expertise in some subjects that already exists on the staff in order to spread good teaching practice and develop learning.
- 30 The quality of relationships between staff and pupils is usually good and has a significant influence on how most staff successfully manage the pupils in their care. Teachers are generally encouraging and supportive, which results in most pupils becoming confident and keen to learn. However, in some lessons, the teacher has insufficiently high expectations or the work is undemanding and pupils do not behave as well as they could. Differences in pupils' behaviour could be seen, for example, when they were in lessons and singing in the choir. The latter provided them with good self-esteem and a feeling of achievement. Consequently, behaviour was very good.
- 31 Most teachers satisfactorily use their knowledge of pupils in lessons and encourage them to work when they know they could do better but this is often just related to the pupils' lack of concentration. Overall, teachers are not successful in using information gained from assessing pupils to plan their future work, particularly the higher-attainers. Some teachers are more successful than others in how they indicate, through their marking, how pupils can improve their work. Provision of homework is satisfactory overall although it is not always set consistently. When given, it supports the work done in school, particularly in English and mathematics.
- 32 In Years 1 and 2, the quality of teaching is satisfactory in English, science, geography, history and information and communication technology. It is good in mathematics, design and technology, physical education and religious education and very good in music. Insufficient evidence was available to make an overall judgement on the teaching of art and design.
- 33 In Years 3 to 6, the quality of teaching is satisfactory in English, mathematics, science, design and technology, geography, history, information and communication technology, physical education and religious education. It is very good in music. Insufficient evidence was available to make an overall judgement on the teaching of art and design.
- 34 The school has recognised the need to provide more challenging work for higher-attainers but, as yet, is not fully succeeding. Some teachers, particularly in Years 3 to 6 do not have sufficiently high expectations of what pupils can achieve and set tasks which are undemanding. Teachers in the Foundation Stage and in Years 1 and 2 are

generally more skilled in provided work of different levels so that the pupils work at a pace more appropriate to their levels of knowledge and understanding.

- 35 Pupils who speak English as an additional language progress in line with their peers and currently have their needs satisfactorily met within mainstream classes and through sessions when they are withdrawn for specialist support. In these sessions, they make good progress because the work is more readily matched to their learning needs. Most teachers and support staff are effective in ensuring pupils' full participation in lessons. For example, in Year 3 when pupils speaking the same language are encouraged to work together and use their home language to develop their ideas. However, some teachers lack the specific skills needed to plan appropriate work and consequently progress does not move beyond satisfactory. Pupils from minority ethnic groups are usually appropriately supported, so that they are included in all class activities and progress at a similar rate to their peers, in line with their levels of attainment but there is evidence of under-achievement, particularly in English.
- 36 Teachers are patient and encouraging when dealing with pupils with special educational needs. As a result, these pupils are trusting and develop confidence in their academic work. Tasks are generally adjusted appropriately so that they can take a successful part in the main activities of the lesson. Support staff are instrumental in encouraging pupils' progress and the standards that they achieve.
- 37 Some pupils with special needs are withdrawn for intensive instruction in basic skills, individually or in small groups. The quality of instruction is good in these sessions, which are well planned to focus on pupils' identified needs. The special needs co-ordinator and staff are persistent in keeping pupils on task and carefully monitor their progress towards the targets set out in their individual education plans. They make satisfactory progress when they rejoin their classes, though the school has few teaching assistants to help them with their work.

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

- 38 The quality and range of the curriculum are satisfactory throughout the school. This is a slight improvement since the last inspection when there was an imbalance between subjects. Provision for extra-curricular activities and for personal, social and health education is good. Points for development are to extend the curriculum to provide more opportunities for investigation and to enhance the learning of the more able pupils. The curriculum meets statutory requirements.
- 39 The curriculum is sufficiently broad to include a balance of academic and creative opportunities that are relevant to the pupils' needs. However, work on ensuring progression in every subject with up-to-date schemes of work is incomplete. Moreover, there is not enough challenge for the more able pupils so that in many cases, they are under-achieving. This is evidence of a lack of use of assessment in planning the curriculum. Music continues to be a strength and the school benefits greatly from the expertise of specialist staff who have developed a rich and stimulating curriculum. Displays do not reflect the variety of activities in the curriculum so that pupils learn from one another.
- 40 The strategies for teaching literacy are not sufficiently effective to raise pupils' standards across all areas of the curriculum. However, the strategies for teaching numeracy are becoming increasingly effective. Teachers adhere to the National

Curriculum programmes of study but insufficient use is made of assessment to plan a curriculum which meets the needs of individual and groups of pupils. The school has recently identified the under-achievement of boys overall, and boys from certain minority ethnic groups. The newly appointed specialist teacher for this area is currently developing her work and supports small groups of these boys by providing them with work in writing that specifically meets their needs.

- 41 There are clear policies in relation to equal opportunities which are fully implemented to ensure that all pupils have access to the curricular opportunities without discrimination. However, a few pupils are withdrawn from lessons for other activities such as music tuition. In principle, this is planned so that they do not miss the same subject each week. The timing of such withdrawal is in need of review because discussion with them suggests that it is not working properly. They are at a disadvantage when they rejoin their classes and it is not clear to them how they are supposed to catch up. The school complies with the Race Relations and Disabilities Acts and has systems in place to monitor their implementation.
- 42 Provision for pupils with special educational needs is satisfactory. They are provided with individual education plans setting out specific targets to guide their development, mainly in behaviour, language and mathematics. Their targets are regularly reviewed and appropriately updated so that they make consistent progress. They make good progress when they are withdrawn in small groups for regular intensive instruction in basic skills. Tasks in lessons are adjusted so that they take a full part in the main activities.
- 43 Provision for extra-curricular activities is good. Pupils benefit from a wide range of activities. Two special features are musical and sporting opportunities. There is a large number of groups where orchestral and other instruments are taught, and both parents and teachers ensure that all pupils have the opportunity to be included in the recognised summer and winter sports. At certain times of the year there are other clubs such as those for drama, computers and cookery.
- 44 Provision for personal, social and health education (PSHE) is good. There is a comprehensive policy and scheme of work to ensure pupils have access to health, sex and drugs education as part of their learning. Within their social education, they have the opportunity to use a school council to put over their points of view to the staff and headteacher. The curriculum makes a strong contribution to the pupils' spiritual, moral, social and cultural education by discussing moral issues such as those associated with producing and disposing waste. The quality of teaching provision is consistently good and tackles a wide variety of issues. In Year 1, for example, pupils discuss dangers in the home and learn to care for their younger brothers and sisters. Older pupils in Year 5 examine with interest how being part of a society involves relating to each other in a variety of ways.
- 45 The school has made satisfactory links with the local community and educational institutions. Fund-raising for charities is a strong feature and includes 'Jeans for Genes' and Dr. Barnados. Pupils entertain local senior citizens and celebrate the harvest with them. Local businesses support the curriculum, for example in developing art and design, and the school enjoys a good relationship with the local church. The school was given the opportunity to perform musical items for the Queen and pupils take part in many local musical events in association with professionals and students. Pupils in Year 6 learn from activities specifically designed to make their transfer to secondary school easier.

- 46 The school has appropriate plans to appoint a curriculum co-ordinator to promote its development. Part of his or her brief will be to promote more links between subjects so that, for example, more use is made of literacy, numeracy, computer technology and science in other subjects. Opportunities to deliver a full curriculum are sometimes hindered by the accommodation. There is limited space in some classrooms, for example, for those activities where pupils need room to move about. Some teachers cannot hold discussions or read stories in an appropriate setting. The state of the playground as well as the lack of access to a grassed area hamper physical education outside.
- 47 Provision for the pupils' spiritual, moral, social and cultural development is good overall. The spiritual development of pupils is promoted well. The climate of the school is one in which pupils learn that staff and peers will respect them just as they respect the feelings and beliefs of others. Opportunities to explore values and beliefs are included both within lessons and in collective worship. An assembly for pupils in Years 3 to 6, for example, addressed the fact that we all have fears and how some people looked outside themselves to overcome them. This was linked to the week's theme 'National Refugee Week' and after a short story pupils were asked to offer a prayer or a thought for frightened refugee children. Music particularly evokes awe within the school. Pupils have an emotional response to music played to them and beautiful singing transpires during assembly, choir practice and some singing lessons. This has a profound effect upon listeners and performers alike. Inspectors commented more than once how very moving these sessions were. Teachers, in stimulating and holding the attention of pupils during lessons, invoke a sense of wonder and contribute well to pupils' spiritual development. In a Year 1 religious education lesson, pupils were captivated by the tales other pupils had to tell of what was very important to them and why, and in a Year 5 English lesson, pupils were given a good opportunity to reflect on several of the conservation issues raised through discussing a shared text.
- 48 Provision for moral development is good. Teachers provide good examples for pupils in how to work together and respect each other's beliefs and origins. They have clear expectations of pupils' behaviour. The basis for the school's behaviour policy is a moral one. Pupils are required to reflect upon their own behaviour and the consequences for themselves and for other children. In strategic places around the school notices are displayed to encourage pupils to consider the choices they are making and to think about the likely results of those choices. This positively helps pupils to control their own behaviour and understand right from wrong. Classroom rules are negotiated in each class at the beginning of the school year and displayed for all to see. As a result, class routines are well established. In a Year 2 lesson, pupils created a written code of behaviour for themselves prior to a visit to the local church. A theatre group recently visited the school putting on a play about Neila (an Alien) and the way he was treated by people on this planet. This caused pupils to reflect upon the moral basis for their actions to others of different races and religions. Encouragement is given for children to understand the need for rules in games, and they are given the chance to make moral choices collecting for charities. Recently, pupils have organised events and raised money for Acton Hospice, the British Heart Foundation and Action against Vivisection.
- 49 Social development is promoted well. Many opportunities both in class and out are provided for pupils to develop social skills. The youngest children in the nursery and reception classes are taught how to take turns and how to share equipment and tools. Throughout the school, a variety of activities in classrooms give pupils the opportunity to work in pairs, groups or independently. On a number of occasions, inspectors

observed good interactions when some pupils were selected to help pupils for whom English is an additional language. This was a sought-after role and shared between many members of the class. When any pupil wins an award in assembly or makes a good presentation in class, pupils applaud them spontaneously. Each year, Year 5 pupils have the chance to participate in a week's residential holiday, working together with classmates in a variety of challenging pursuits. For many this is their first experience of being away from home. In the final term of Year 6 pupils are prepared for their transition to secondary education through visits to their next school, visits from the secondary teachers and they undertake a cross-phase topic which will be completed during the first half term at the High School. The elected school council provides good opportunities for pupils to make decisions and take responsibilities. Recent discussions have included the problem of occupying pupils purposefully at lunchtime and the school council, after considering the matter, worked with the Parent teacher Association (PTA) to provide more playground equipment. Pupils in Year 6 make written application to be selected as 'red caps' acting as lunchtime play leaders to enable younger pupils to experience a wider range of playground games in a safe environment. Another way in which many pupils develop social responsibility is through their association with 'Environmental Friends'. All of these activities foster a strong sense of community and provide good opportunities for all pupils to exercise leadership and take responsibility.

- 50 Provision for cultural development is good. This is an improvement on the findings of the previous inspection report. Many opportunities are provided for pupils to learn about their own and other communities. Pupils learn about the features of many cultures through their studies in personal, social and health education, history, geography, music and religious education as well as through their daily contact with their peers. Pupils' participation in Black History Week and the celebration of festivals from each of the world religions reflect the cultural diversity of the school and makes sure that they are exposed to a variety of insights into the lives of people from different backgrounds to their own. Days out of school, for instance to a Victorian Museum, where pupils experience life in an English classroom of 100 years ago, to a working farm; to the Toy Museum; and, a tour of the Cutty Sark show that the school makes good use of its location which contributes to pupils' knowledge of the local heritage. This is furthered by visits into school by members of the local community such as those who recently spoke to the pupils about their own experiences during the Second World War. Books in the school reflect a diversity of cultures. As a result, all pupils have not only a high level of understanding about a diversity of cultural traditions and beliefs, but have great respect for and acknowledge the rights of all people, whatever their background.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 51 Arrangements for the pupils' health and welfare are broadly satisfactory but there are good features and some areas in need of attention. Most staff give the pupils good pastoral support that reflects the caring ethos of the school. They know the children well and take appropriate account of their individual needs. Relationships are good and there is mutual respect between most adults and pupils. This makes the pupils feel secure and is reflected in the confidence with which they approach staff and the positive attitudes they show towards their work and in their play.
- 52 It is a good feature that pupils with special educational needs are identified as early as possible, using a range of tests. Their progress is carefully monitored so that the targets in their individual education plans are regularly reviewed and adjusted where necessary. There is good provision for pupils with statements of special needs. They

are given close support in school, guided by regular contact with external specialists. The school has not identified pupils who are gifted and talented.

- 53 The school's arrangements for assessing pupils' academic performance and tracking their progress remain a weakness although there have been significant developments during the last few months. A new policy has recently been drafted and this outlines appropriate procedures and expectations. The feedback and marking policy also gives comprehensive guidance to ensure consistency of practice across the school. However, insufficient time has passed for these policies to have impacted on teachers' practice sufficiently to raise standards. Changes brought in since the appointment of the headteacher such as the development of an assessment cycle, target setting, recording of attainment and the use of a computer program are good and beginning to raise the expectations of staff and encourage them to be more responsible for assessment, teaching and learning. Data is now regularly collected on each pupil for English, mathematics and science and appropriate targets set. However, although these targets are beginning to be shared with pupils and parents, some pupils are still not clear about how they can improve their work. Marking of pupils' work is also inconsistent, thus sometimes leaving them with no guidance on how to correct mistakes or develop their learning.
- 54 The recent introduction of a new tracking system has identified areas of subject weakness through the analysis of pupils' statutory assessment test papers and other formal tests and is beginning to influence teaching and planning. This is a useful first step towards improving academic standards in English, mathematics and science but will not impact on other subjects. Whilst the school is providing adequate curriculum coverage in its planning, there is insufficient appreciation of the link between teaching and learning through assessment in all subjects. This means that in some lessons, the work given to pupils does not match their abilities, particularly the higher-attainers and those speaking English as an additional language.
- 55 There is first aid cover throughout the day and a very impressive welfare room. All incidents requiring treatment are carefully logged and parents are always informed in writing if their child receives a bump to the head. There are enough supervisors at break and lunchtimes but the layout of the school makes it extremely difficult for all children to be kept in sight. The school's child protection arrangements comply with national recommendations; staff are sensitive to child protection issues and know about procedures. There is an appropriate system to ensure that pupils have access only to approved Internet sites. The personal, social and health education programme is effectively used to promote healthy life styles.
- 56 Fire extinguishers are checked annually. Fire exits are clear and well signed and 'fire action' notices are prominently displayed. However, fire drills are not always logged or properly evaluated. Governors are aware that they have been lax in ensuring that all other apparatus such as electrical equipment is checked regularly by appropriately qualified persons and are currently taking steps to rectify this situation. They are also reviewing all their risk assessments as a priority. A local authority site surveyor checks the buildings annually and governors respond to his recommendations as far as health and safety are concerned. The headteacher and site supervisor have just started making formal health and safety checks each term so that potential hazards can be identified. There is also a file for reporting day-to day health and safety concerns.
- 57 Parents at the meeting pointed out the danger of pedestrians using the vehicular entrance. Governors have attempted to resolve this matter. However, unless they

can gain full parental cooperation or have someone continuously on duty at the entrance, it will remain a safety issue until fully automated gates are installed. Bags, coats and school equipment lying around on floors and pathways sometimes impede free passage in classrooms and corridors. The school is aware of these and a few other health and safety concerns noted during the inspection.

- 58 The school's arrangements for promoting good attendance and punctuality are unsatisfactory. There is some sound practice. For example, pupils whose attendance falls below 90 per cent are monitored and the education welfare officer works with parents of those pupils whose attendance is a real cause for concern. However, attendance 'procedures' are not consistently applied and the school's actions do not always positively reinforce its messages to parents about the importance of regular attendance and punctuality. For example, the procedure for reporting absences is not made sufficiently clear to parents. Because of this, they often fail to inform the school immediately on the first morning of their child's absence. Furthermore, it is sometimes two or three weeks before parents are sent a letter asking for an explanation if their child has missed school without reason. Not all pupils who arrive after 8.55 a.m. sign the late sheet and those who do are not required to note the time of arrival or reason. This, together with the fact that teachers mark their registers at different times, makes it difficult to obtain an accurate picture of the extent of lateness amongst the pupils.
- 59 Governors are concerned about these issues and have started to address them. For example, they have obtained funding for extra administrative support so that parents of any children away without reason can be contacted on the first day. However they do not analyse registers for patterns of absence. Nor have they considered all possible strategies for improving attendance and punctuality.
- 60 Recently the school has invested considerable time and resources into developing strategies for promoting good behaviour. These are proving to be successful; for example only three pupils have had to be excluded for unacceptable behaviour since September 2002 as opposed to eight in the previous academic year. A behaviour policy that is based on a positive approach and the development of the pupils' self esteem is now embedded throughout the school. Most teachers apply discipline firmly but fairly; they make clear why certain behaviour is not appropriate and encourage the pupils to think through the consequences of their actions. They praise good work or behaviour, which is further reinforced by the use of rewards such as 'stars', achievement awards, or acclamation in assembly. Strategies for dealing with on-going poor behaviour are also well applied. Sanctions are carefully selected, and are designed to modify behaviour rather than to punish. Incidents and the action taken are carefully logged and if necessary, parental cooperation is sought. Parents say that incidents of bullying are dealt with speedily and well. Parents are sent an attractive leaflet clearly explaining the behaviour policy and they are encouraged to support the school in its efforts to promote good behaviour amongst all the pupils. Besides teachers, all but the most recent lunchtime supervisors are trained in behaviour management. During the inspection supervisors were seen dealing very effectively with playground disputes and breaches of the 'rules'.
- 61 Children in the Foundation Stage and those with special educational needs are given good support for their personal development. In the rest of the school procedures for monitoring the pupils' personal development are satisfactory but informal.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 62 The school is successful in establishing satisfactory relationships with most parents though there are some good features in the home-school partnership and areas that could be improved.
- 63 Apart from thinking that there are not enough activities outside of lessons, parents of pupils in the Foundation Stage, and Years 1 and 2 express high levels of satisfaction with most aspects of the school. They consider it to be well managed with good teaching and approachable staff. They like the fact that the school expects the pupils to work hard and think that their children are making good all round progress. They feel that the behaviour at the school is good and see their children as being happy there. Inspection findings support these positive views. Inspectors do not agree that there are insufficient extra-curricular activities; they consider the provision to be good at both key stages.
- 64 Parents of pupils in Year 3 and especially Years 4, 5 and 6 are less satisfied. A significant minority also thinks there are insufficient extra-curricular activities but, in addition, some express concern about the amount of homework. A number are unhappy about the pupils' behaviour and others feel that the school does not work closely with them particularly with regard to letting them know about how their child is getting on. Inspectors found these views to be partly justified. The school has a clear homework policy specifying appropriate amounts and types of homework for pupils in each year and all parents are given a copy. However, inspectors accept that there is some inconsistency in the application of the policy and the 'usefulness' of the marking. Whilst behaviour is often good, inspectors agree that lessons in Years 3 to 6 are sometimes interrupted by inappropriate behaviour and this slows progress.
- 65 Inspection findings also suggest that while there is much sound practice, arrangements for informing parents about their children's work and progress could be improved. Formal consultation meetings are held each term and parents are encouraged to approach staff at any other times to share concerns about their child's education. However, reading records and homework books are not used consistently well to provide parents with ongoing feedback. The quality of the pupils' annual reports is variable. The best examples give clear details of the pupil's attainment in terms of the National Curriculum for English, mathematics and sometimes science and how they might progress, together with a good overview of their achievements in the non-core subjects. Other reports are less helpful because comments are too general or focus on class activities rather than on what the pupil has learnt. The school meets its statutory requirement to include information about attendance on the reports and to provide parents with national test results. The school is aware that some parents have not felt well informed, and is anxious to improve matters. A good first step has been the introduction of an interim report showing the pupil's National Curriculum level in English, mathematics and science, together with targets for improvement. These reports are shared with parents at the spring term meeting.
- 66 Arrangements for keeping parents informed about the school's work are satisfactory. Though both omit one or two required details, the prospectus and governors' annual report to parents contain much useful information. Details of day-to-day matters are provided via regular newsletters. A clear overview of the curriculum is given in the prospectus. In addition, teachers give parents topic sheets outlining what is to be taught each term, though they do not include any suggestions for complementary 'home' activities. Meetings to explain aspects of the curriculum such as the standard attainment tests and 'Jolly Phonics' are sometimes held. The school realises that some parents may be disadvantaged in supporting their children's education because written communications are not available in community languages.

Governors have begun to address this issue and are currently preparing a 'multi-lingual' prospectus so that as many parents as possible have access to, at least basic, information about the school. Parents of pupils with special needs are invited to annual reviews and kept informed through the year of their children's progress.

- 67 The school considers it important that parents support their children's education and encourages them to become involved. Many, particularly those whose children are in the Foundation Stage or Years 1 and 2 do so, for example by listening to their children reading at home. This enables them to play an active role in their children's learning and development. In Years 3 to 6, the home reading programme is not maintained with the same rigour. Nor do all parents monitor their child's homework. The school is anxious to persuade more parents to participate in their children's education. For example a computer course for parents is being run in the autumn term with the aim of boosting their self esteem so that they will feel more confident in helping their children.
- 68 Many parents enjoy attending class assemblies, musical productions and other special events with their children. A few are more actively involved in the life of the school. About six give valuable classroom support on a regular basis by listening to 'readers' or assisting with cooking or information and communication technology. Some help on trips, with swimming or visits to the local library. A mother helps with the after-school football club and three other parents with the art and craft club. Other parents and grandparents contribute by giving talks about areas of expertise such as holidays in the 1950s or the human skeleton. There are also five active and enthusiastic parent governors.
- 69 The school continues to enjoy and much appreciate the support of an active parent teacher association. The association works hard to raise funds and engender a community spirit, through events such as fetes, bazaars, quiz nights and beach parties. Monies raised are used judiciously to purchase equipment, books and play ground apparatus for the benefit of all the pupils. The association has also recently contributed to the updating of the sound and light system in the Junior hall and has paid for some grounds maintenance. Association members also make a valuable contribution by organising work parties to paint the play-houses and tidy the gardens from time to time.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 70 Leadership and management are good. The headteacher has only been in post for 18 months and has already had a significant impact on the school. He provides clear educational direction for the school and has taken action to steer the work of the school to improve its targets. Problems of recruitment and retention of permanent staff have affected the time scale for improvement and staffing has been an essential focus for the headteacher and governors over the past year.
- 71 The headteacher sets a very good example in the way that he cares and supports the pupils. He is approachable and accessible to pupils, parents and staff, and plays an active and visible role around the school. He has established a senior management team and other development teams to address issues of improvement. The senior management team are supportive of the headteacher, recognise his strengths and share his commitment to improvement within the school. The team, in its current form, has only been in existence a relatively short time. Whilst capable of undertaking their roles and responsibilities individually, they have not yet developed their collective role beyond the basic. They are still learning their roles within a new school staffing

structure. This is recognised by the headteacher and the current senior management team and has been addressed within the schools' staff development programme for the next year. This is satisfactory.

- 72 The procedures for monitoring and evaluating teaching and learning are currently satisfactory. The delegation of staff with responsibilities has been problematic due to the staff turnover. This has had a significant and negative impact on classroom teaching and on the consistency of subject leadership and achievement. However, the headteacher has begun to establish an effective team amongst the permanent staff with new opportunities for subject leaders to contribute to raising standards. The role of these is satisfactory. All subject leaders have current action plans, which are included in the school development plan. All carry out a range of monitoring of planning and outcomes but only the headteacher had monitored teaching at the time of the inspection. This has been identified as an area of professional development for all subject leaders. All staff have verbal and written comments so they are clear what the issues are in relation to teaching. Subject leaders are given regular and sufficient, planned time in order to carry out their roles to the degree necessary to bring about significant change. Most members of staff show an understanding of the need for further improvement in raising standards of attainment and the limitations to this posed by the poor accommodation and staffing problems. The current team has already begun to see the positive impact of new systems of behaviour management, cohesive planning and curriculum coverage and continuity on standards of achievement.
- 73 Provision for pupils with special educational needs is well led and managed. The co-ordinator advises class teachers on how best to meet the needs of such pupils in their classes. The school has teaching assistants to support pupils with official statements of need, but too few to give significant help to the other pupils on the special needs register. Funding for pupils with special educational needs is appropriately spent for their benefit. There are suitable teaching areas and resources for teaching pupils with special educational needs.
- 74 The schools strategies for appraisal, performance management and staff development are satisfactory. The induction procedures have been improved by the headteacher so that new teachers to the school whether permanent or temporary, feel part of, and fit in with, the school team.
- 75 The governing body fulfills its statutory responsibilities apart from a few minor omissions in the information provided for parents. The school aims are defined and described in the school prospectus and the school is generally successful in meeting its aims. Governors produce an annual report and parents are invited to the annual meeting for parents so that they have an opportunity to learn about the work of the school and raise any concerns they may have. The school does not comply with statutory requirements for reporting attendance because there are no details in the prospectus or the governors' annual report to parents.
- 76 Relationships between the headteacher and the governing body are good. Governors show a great commitment to the school and have an understanding of the most of the strengths and weaknesses and priorities of the school. They are ably led by the chair of governors who works in close liaison with the headteacher. They have established a range of committees which meet regularly, have clear terms of reference, and report to the full governing body appropriately. Governors are kept well informed of progress and issues through reports, presentations, and informal discussions. They recognise the extent to which the headteacher has already managed improvements in

essential areas such as the behaviour of pupils, team building of staff and issues relating to the site. At present, this is satisfactory. However, they are not yet sufficiently rigorous in holding the school to account for the standards and quality of education, which they need to do in order to raise pupils' attainment.

- 77 Difficulty with recruiting and retaining staff the past few years has proved to be a significant hindrance to the school's development and the pupils' progress. For instance there have been frequent changes of subject co-ordinators, many of whom have had little experience and no training for the role. At the time of the inspection the headteacher had ensured all classes were being taught by employing eight teachers either on short-term contracts or from agencies. Several of these are from overseas and were not familiar with the English educational system. Teachers are ably assisted by a team of experienced support staff most of whom work effectively with individuals and small groups of children particularly those pupils with special educational needs, and children in the nursery and reception classes. However, there are not enough teaching assistants to help less able pupils or to work, when necessary, on a one-to one basis with children whose behaviour can be disruptive, particularly in Years 4, 5, and 6.
- 78 The accommodation is poor and this has a detrimental effect on the quality of education provided by the school. There is no outside learning area for children in the reception classes. The dispersed and disparate nature of the buildings makes it difficult to manage them efficiently. The layout of the school also creates problems with the movement of children in wet weather and the winter. It also seriously hampers the proper supervision of the pupils. Some of the classrooms are small and this restricts the range of teaching strategies the teachers can employ. The dilapidated state of the buildings generates further problems. During the inspection heavy rain penetrated the roof of the infant hall and parts of the main building for pupils in Years 3 to 6. The sound of dripping water was distracting for the pupils and corridor floors became slippery and had to be cordoned off. Because the hard surfaces are very pitted the rain also caused puddles outside and pupils in a physical education lesson had to dodge them. At other times classrooms, particularly those for pupils in Years 3 to 6, became airless and too hot because windows are stuck closed; this made it difficult for pupils to concentrate. Furthermore the absence of blinds meant that pupils often had the sun shining directly in their eyes. Despite the efforts of the site supervisor and the cleaning staff who do their best to keep the school clean and pleasant, the poor state of the fabric, and the uninspiring layout of the junior grounds means that the school is not able to provide an environment conducive to learning. Governors are acutely aware of these problems and feel the school should be rebuilt. Because of this, they have decided only to spend money on repairs and renovation if they are necessary to comply with health and safety regulations or to improve access for the physically disabled.
- 79 Except in design and technology and to a lesser extent in history and geography, all subjects are adequately resourced to support the teaching of the full range of pupils at the school. Resources in music are very good and they are used particularly well to maintain high standards. Most resources are accessible although, due to the large site, storage is sometimes an issue. Apart from computers in classrooms and in design and technology and art and design, resources are used satisfactorily to support the children's learning. The school makes effective use of outside resources such as museums, galleries, a residential centre and specialist speakers to enrich the pupils' learning in a number of subjects, but particularly history and geography, and for their personal development.

- 80 Financial management is good. Educational priorities are supported effectively through the schools' financial planning. This is because the headteacher and governors have ensured that funding is clearly linked to the school's development plan. There are good long term and short term plans for all aspects of the school, including raising standards which are linked well with long term and short term financial planning. The high costs of maintaining the large site and staffing having been taken into account; the school spends its budget wisely. The headteacher ensures that there is updated financial information available for the governors. The finance committee works well with the headteacher to make sound financial decisions, Specific grants for special needs and other priorities are used well. The principles of best value are applied well when negotiating purchases of goods and services but only satisfactorily in other areas. The budget is effectively managed on a day-to-day basis and over the year. The recommendations of the latest auditors' report have been fully complied with. Day-to-day administration of the school office is good. Administrative staff manage this area of the school well and have good relationships with pupils, staff and parents.
- 81 Taking into account the very high expenses relating to staff turnover and the maintenance of the very large site linked with satisfactory progress maintained since the last inspection and a satisfactory teaching profile the school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

82 Staff and governors should work together on the following areas to improve the quality of provision further and raise standards.

Raise standards in English by:

- identifying in the plans of other subjects opportunities to develop pupils' reading and writing skills;
- ensuring that teachers use assessment information from marking and other sources to plan appropriate tasks for individuals and groups;
- raising teachers' expectations for the grammatical accuracy of pupils' written work and the quality of their handwriting and presentation;
- teaching pupils to take more responsibility for the accuracy of their work and the pace at which they write;
- developing an assessment procedure and scheme of work for speaking and listening so that pupils' needs are identified and then addressed through specific strategies.

(Paragraphs 5,11,30,34,40,53,54,95,97,98,99,102,103,104,127,131,134,156)

Raise standards in mathematics by:

- ensuring that teachers set work to match pupils' abilities, particularly for the higher-attainers;
- reviewing teachers' planning so that work is not taken wholly from a published scheme and meets the range of needs in the class;
- increasing opportunities for pupils to use information and communication technology to support their learning.

(Paragraphs 6,11,30,34,54,106,108,110)

Raise standards in science by:

- ensuring appropriate opportunities are provided for pupils to develop their skills of scientific investigation and enquiry;
- providing sufficient opportunities for pupils to develop their writing skills and not rely too heavily on worksheets;
- ensuring that appropriately challenging work is set, particularly for the higher-attainers.

(Paragraphs 7,11,30,34,54,111,112,113,115)

Improve the way teachers assess and record pupils' attainment and progress by:

- fully implementing and developing the recently introduced policy;
- using the information gained from this to set appropriate targets for improvement in English, mathematics and science;
- using the information gained from this to provide appropriate work for all pupils, including higher-attainers and those learning English as an additional language;
- developing assessment and recording procedures for non-core subjects;
- improving marking so that pupils are fully aware of how they can improve their work.

(Paragraphs 11,31,39,40,53,54,103,104,106,108,113,118,127,131)

Raise levels of attendance and improve punctuality by:

- ensuring all parents are fully aware of the positive impact of good attendance and punctuality on standards of attainment and progress;
- reviewing and refining the school's attendance procedures and applying them consistently;
- systematically analysing attendance data on a regular basis and taking appropriate action.
(Paragraphs 4,6,21,22,58)

Improve the accommodation by:

- continuing to make improvements in the short-term to ensure better conditions which enhance pupils' learning;
- continuing to work closely with the local education authority to develop a long-term plan for improvement.
(Paragraphs 78,83,105,127,151)

Staff and governors should also address the following.

- Ensure that the school prospectus and the governing body's annual report to parents contain all the required information.
(Paragraphs 66,75)

Through its school development planning processes, staff have already identified the need to raise standards in English, mathematics and science, and improve assessment, attendance and accommodation.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	100
Number of discussions with staff, governors, other adults and pupils	38

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	6	13	36	38	7	0	0
Percentage	6	13	36	38	7	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	21	435
Number of full-time pupils known to be eligible for free school meals	N/a	132

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	2	79

English as an additional language

	No of pupils
Number of pupils with English as an additional language	50

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	79
Pupils who left the school other than at the usual time of leaving	79

Attendance

Authorised absence

	%
School data	6.7
National comparative data	5.4

Unauthorised absence

	%
School data	0.7
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	30	21	51

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	18	17
	Girls	17	19	19
	Total	37	37	36
Percentage of pupils At NC level 2 or above	School	73 (76)	73 (84)	71 (92)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	19	18
	Girls	18	19	18
	Total	38	38	36
Percentage of pupils At NC level 2 or above	School	75 (78)	75 (78)	71 (81)
	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	25	29	54

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	13	18
	Girls	21	20	24
	Total	32	33	42
Percentage of pupils At NC level 4 or above	School	59 (73)	61 (67)	78 (80)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	16	18
	Girls	21	21	22
	Total	33	37	40
Percentage of pupils At NC level 4 or above	School	61 (n/a)	70 (n/a)	76 (n/a)
	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	148	8	0
White – Irish	0	0	0
White – any other White background	39	0	0
Mixed – White and Black Caribbean	14	6	0
Mixed – White and Black African	6	0	0
Mixed – White and Asian	15	5	0
Mixed – any other mixed background	18	0	0
Asian or Asian British - Indian	15	0	0
Asian or Asian British - Pakistani	10	0	0
Asian or Asian British – Bangladeshi	1	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – Caribbean	46	0	0
Black or Black British – African	16	2	0
Black or Black British – any other Black background	13	0	0
Chinese	2	0	0
Any other ethnic group	42	0	0
No ethnic group recorded	5	1	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	15.9
Number of pupils per qualified teacher	27
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	207

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	1
Total aggregate hours worked per week	32.5
Number of pupils per FTE adult	12.5

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	14
Number of teachers appointed to the school during the last two years	14

Total number of vacant teaching posts (FTE)	6
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	3
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	3

FTE means full-time equivalent.

Financial information

Financial year	2002/2003
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	£
Total income	1,552,599
Total expenditure	1,495,409
Expenditure per pupil	3,279
Balance brought forward from previous year	55,230
Balance carried forward to next year	57,190

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	456
Number of questionnaires returned	95

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	31	2	0	0
My child is making good progress in school.	47	44	5	1	2
Behaviour in the school is good.	34	49	9	3	4
My child gets the right amount of work to do at home.	38	36	17	7	2
The teaching is good.	55	40	2	1	2
I am kept well informed about how my child is getting on.	47	38	12	2	1
I would feel comfortable about approaching the school with questions or a problem.	60	36	3	0	1
The school expects my child to work hard and achieve his or her best.	54	34	9	1	2
The school works closely with parents.	39	41	14	0	6
The school is well led and managed.	45	43	5	1	5
The school is helping my child become mature and responsible.	41	46	7	0	5
The school provides an interesting range of activities outside lessons.	21	40	20	6	13

Other issues raised by parents

Although parents at the meeting, and those who have written notes to inspectors, were generally positive about the school, some were aware that standards had declined in recent years. A few also thought that standards of behaviour had deteriorated. Many made comments about the poor state of the school buildings and the negative effect this has on teaching and learning. A few were concerned about the lack of sports facilities. They were pleased about the improvements in security and the development of the computer suite.

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

- 83 The overall provision for children in the Foundation Stage is good, which reflects the findings at the previous inspection. Children receive a sound start to their education. Teaching is good overall and some examples of very good practice were observed. High quality planning and assessment systems contribute to the effectiveness of the early years' education and the raising of standards. The nursery benefits from its own dedicated outdoor area but there is no similar provision for the reception classes.
- 84 There is good liaison between nursery and reception and the majority of the children in the nursery progress to the school's reception classes in the year in which they are five. All pupils enter in September, initially attending part-time. Within two weeks, all are attending full-time and the admission procedures ensure that most children settle into school with a minimum of fuss. Good links with parents and carers have been developed and many support their children's learning at home. For example, they share books with them or support them in their early learning. They are welcomed into classrooms at the start of the session, and this gives them a good opportunity to share with the staff any concerns they may have. Parents receive details of the planned curriculum for each term and how it will be taught so they can support their children at home.
- 85 The standards on entry to full-time schooling are assessed as being below average, but children make good progress during their time in reception, and attain standards in line with national expectations by the time they move into Year 1. A significant percentage of pupils will either achieve the Early Learning Goals in all six areas of the Foundation Stage curriculum, or be close to doing so. Good support helps children with special educational needs, and with English as an additional language, to make good progress.
- 86 The quality of teaching is good overall. A sound knowledge of the curriculum, and the experience of the teachers, ensures that the planning of children's learning is matched to the national guidance materials. Staff have an appropriate understanding of the needs of young children and choose activities that will extend and challenge them. There is a good relationship and liaison between the teachers, and this extends to the support assistants who work alongside the children. This ensures that all the adults have an understanding of what the children are to learn, and there are effective strategies to achieve this. Resources are of good quality and well organised, and hold the children's interest well. The management of the children is good and adult relationships with the children are supportive, perceptive and purposeful. This ensures that they settle quickly into the day-to-day routines of the school and become aware of the expectations that adults have of them. These are appropriate both in terms of academic performance, and in how children are expected to treat one another.
- 87 Teachers, and other adults, make effective use of the regular assessments that are made of the children as they progress through their early years in school. The assessments are used to group pupils and to plan their learning. Day-to-day assessments are generally effective, and the information is evaluated carefully to gauge what skills the children have gained and what modifications to teaching are necessary in order for them to improve further.

Personal, social and emotional development

- 88 By the time children transfer to Year 1, many are likely to achieve the nationally agreed Early Learning Goals in their personal, social and emotional development. Teaching is effective in ensuring that children make progress in this aspect of their learning. Children are confident in their approach to their work and are beginning to establish good relationships with one another, the class teachers and the classroom assistants. They generally behave well and are learning to be considerate of others when moving around the classroom and school, or playing with resources and equipment. Children work well together when part of a group and some can concentrate effectively when they are asked to work independently. Children are polite and are learning that they need to wait patiently if the teacher is working with other children. All the children receive plenty of praise and encouragement and this is effective in building up their self-esteem and personal confidence.

Communication, language and literacy

- 89 By the time they transfer to Year 1, many children are likely to achieve standards in line with the expectations of the Early Learning Goals. They make good progress in their understanding and use of literacy during their first year at school. The introduction of a commercial phonics scheme has had a significant effect on children's achievement in this area of their learning. Teaching is good, and sometimes very good, and varied opportunities are provided for the children to develop their skills. Suitable opportunities are provided for children to extend their speaking skills through other areas of learning, for example by describing what they are doing as they experiment with sand and water. They enjoy listening to stories, poems and nursery rhymes that are read to them. In discussions about books, some are able to express their ideas and views about what they have heard. Staff are sensitive to those who need a little more time to think about what they want to say, and this helps to boost the children's confidence in knowing that their ideas are appreciated and valued. Nearly all have some reading ability, ranging from those who are in the very early stages, to those who are beginning to read simple books with some fluency. Some can discuss the main characters and events in the stories that they read. Classrooms have a good range of books, which are accessible to the children, and they have opportunities to look at, and share, books. They are able to listen to story tapes to enhance their enjoyment of stories, and some have the confidence to use the equipment without adult help. Virtually all children can write their names unaided and letter formation is usually correct. The work of those of higher ability contains examples of unaided writing, such as weekly 'news'. Use is made of the classroom computers to support children's early reading and writing skills.

Mathematical development

- 90 By the time they complete their year in reception, many children are likely to achieve the Early Learning Goals in this area. They make good progress in their early understanding of number, shape and measure. Some are beginning to handle simple calculations with numbers to 5 and 10. Many can count on and back and are able to write numbers in the correct order. Children talk about various simple mathematical shapes, and about the number of sides and corners, as well as name them. Some good quality work on floating and sinking using the water trays was observed, and children are developing good understanding of terms such as 'full' or 'empty'. Teachers devise interesting activities that successfully develop the children's

understanding of shape, such as creating shape pictures on the current theme of transport. For children who are less confident with number, teaching is well organised by providing them with a wide variety of games and puzzles specifically designed to support their early understanding of number. For example, pupils were observed joining numbers in sequence to create dot-to-dot pictures. The worksheets provided were carefully matched to different abilities by the range of numbers used, with more able pupils using numbers to 30. Staff are careful to demonstrate the correct use of mathematical vocabulary. As a result, children make suitable gains in their understanding of mathematical language such as 'add' or 'take away'.

Knowledge and understanding of the world

- 91 Children make good progress in this area of learning because they have good opportunities to experience a wide range of activities. Children show a curiosity and interest in all activities presented to them, and make suitable gains in their learning. They quickly learn to use computers and show good control of the mouse. They click, drag and drop icons with increasing precision, for example to complete simple jigsaws. However, they only have opportunities to use the computer in the classroom, because the dedicated ICT suite is too far away from their building. Children learn more about their world by handling and discussing a variety of artefacts. For example, in the nursery children were observed examining flowers closely and, in groups, made expeditions to a local rose garden. In the reception classes they visited a local allotment and this contributed to a good understanding of simple mapping as, although the allotment was diagonally opposite their school building, they followed a circuitous route to get there. Such activities are used well to extend the children's vocabulary as they describe what they see and experience. They recognise changes that happen as they grow older, and learn about different cultures and religions by celebrating festivals such as Diwali, Hannukah and the Chinese New Year. Adults use questioning well to develop the children's vocabulary and use of language to explain their thoughts and ideas, and encourage children to think about their world and appreciate the wonder of it.

Physical development

- 92 Most children will attain the Early Learning Goals by the end of the reception year and teaching and learning are good. Children in the nursery have direct, and almost continuous, access to a fenced outdoor area adjacent to their classroom, which is well equipped. However, children in the reception classes have no direct access to a dedicated area, although there is a covered verandah outside the classrooms, which is frequently used for sand and water play. There is little outdoor equipment for them to use, such as wheeled toys, and staff have to rely on physical education sessions to develop children's large muscle skills and co-ordination. Good sessions in the school hall with both large and small equipment were seen. Pupils used a broad range of large exercise equipment with skill and confidence, and their interest was captured through the 'Pirates' theme to the session: 'I'm swinging on this rope so that I can see the whole of the ship'. Children are given good opportunities to manipulate a range of small equipment with dexterity. Fine motor movements are developed through the use of pencils, brushes, scissors, and small construction apparatus. For example, children were observed making their own postcards by cutting out and sticking on pictures from holiday brochures.

Creative development

- 93 Children have a wide range of opportunities to develop their creativity, and it is likely that many could attain the required standard by the end of the reception year. Teaching and learning is good. Planning of this area is appropriate, giving children a range of artistic experiences. They use a variety of pencils, paints and collage to create images. Examples of hand printing, three-dimensional modelling and collage work are displayed. Children have used the tyre tracks of wheeled toys to make patterns and have painted portraits of their friends. They use paint and collage effectively in a variety of ways. They handle playdough and use their imaginations to mould objects. During music lessons, with a specialist teacher, children learn to use percussion instruments to create music using loud and quiet sounds. They learn to sing a number of songs and rhymes, and are given opportunities to listen to music. Children are encouraged to use their imagination during role-play sessions; for example each classroom in reception has a 'travel agents' to support the current transport theme.

ENGLISH

- 94 Standards at the end of Year 2 and Year 6 are much lower than at the time of the last inspection, when they were similar to the national average. The school's national test results fell sharply from 2000. In 2002, the Year 6 results were below the average of similar schools and well below the national average, and fewer pupils than nationally achieved standards above the expected level. Nevertheless, that year group made satisfactory progress compared with their results in the Year 2 tests, and inspection evidence suggests that standards are now rising. However, the rate of improvement is affected by significant difficulties, notably the numbers of pupils for whom English is an additional language, or who have special needs in English.
- 95 Compared with schools nationally, standards in the present Year 2 and Year 6 are below average in speaking and listening, and well below average in writing. Standards in reading are improving. They are still below average in Year 2, but not as low as in the national tests in 2002 when they were well below the national average and the average of similar schools. The improvement is the result of more systematic teaching of basic skills, guided by a detailed scheme of work. Reading standards in Year 6 are better than indicated by the 2002 English test results, which were below the average of similar schools and well below the national average. Pupils presently in Year 6 reach average standards overall in reading aloud and talking about books, but their ability to express their ideas accurately in writing is well below average. The low standard of writing through the school is a significant weakness that limits pupils' attainment in other subjects.
- 96 Pupils are presently making satisfactory progress through the school though there is a wide range of attainment in most classes. Pupils who speak English as an additional language make satisfactory progress because teachers adapt work carefully to their level. Pupils with special needs make good progress when withdrawn for intensive instruction, some of which is guided by officially recommended programmes that ensure they learn successfully in small steps. There are few teaching assistants to help these pupils when they return to class lessons, but they make satisfactory progress overall. Boys in general do not achieve as well as girls, and the gap is wider than that found nationally. Boys do not misbehave because teachers generally have good control. However, throughout the school there are some boys who underachieve because they do not listen carefully during instruction or volunteer answers in discussions. They write slowly and are easily distracted.

- 97 Many pupils start in Year 1 or join later with below average speaking and listening skills. Teachers work hard to direct their attention so that, by the end of Year 2, most listen to instruction in literacy hour and take an active part in discussions. The attention of some, mainly boys, wanders when instruction is not vigorous and they are not called on directly to answer questions. Some pupils give longer answers when encouraged but most speak briefly and quietly. As a result, overall standards are below average by the end of Year 2. There is a satisfactory rate of improvement through Years 3 to 6, and some pupils achieve well. However, two pupils newly arrived in Year 6 speak only a few words of English and overall standards in speaking and listening are below average by the end of Year 6. Some boys in Years 3 to 6 continue to be inattentive, but others mostly ignore them and listen politely. Pupils generally speak formally in Standard English in discussions in all subjects, using technical terms correctly. However, they lack confidence in speaking at length without prompting from the teacher, for instance in reporting back their findings at the end of lessons. They also lack regular opportunities to negotiate with others, for instance in carrying out practical investigations in mathematics and science.
- 98 Reading progress is guided by a collection of carefully graded books. By Year 2, most pupils know how to sound out unfamiliar words so they need little adult help. They show interest in the story and explain its main features. A few pupils read challenging books for their age and make comparisons with other books. Others read books at a difficulty level within the band expected for their age, but many are at the simpler end. Interest in reading develops well through the school and some pupils are very keen readers. By Year 6, the number who read fiction at the level expected for their age is average, though their experience of non-fiction is much less well developed. They have sound understanding of the plot and explain significant features. Many have favourite authors and explain their preferences without prompting. Some visit the local library, but use of the school library is underdeveloped. All pupils need more opportunities to use information books and reference sources in other subjects.
- 99 Pupils learn to write for a widening range of purposes and audiences, but they do not make steady progress in confidence and accuracy. By Year 2, many pupils are able to write short stories, with correct punctuation and spelling of common words. However, few pupils write at the length expected for their age. Handwriting is satisfactory in specific exercises but skills are not transferred to daily work and standards are too low overall. Many pupils form letters badly, making it very difficult for them to develop joined handwriting later. This means that the pace of writing is generally slow through the school, and it affects learning in all subjects. Older pupils reach better standards when they are given repeated opportunities to practise a particular form of writing and improve their skills. Generally though the focus of instruction changes too quickly, with many examples of brief and underdeveloped writing in pupils' books. Currently, there are interesting examples of poetry in Years 4 and 6, reaching expected levels because the work has been planned, corrected and rewritten. By Year 6, a few higher attaining pupils organise their ideas in paragraphs, using a sound range of vocabulary and sentence structures. Most other pupils are confident in writing accounts drawn from their personal experience in everyday language, but they find it difficult to express their ideas in a formal style. This limits their attainment in other subjects, and pupils for whom English is additional language find this wider range particularly difficult. As a result, overall standards are well below average. When pupils choose words outside their usual range, they do not check the spelling, and spelling standards are generally low. Pupils do not learn to take responsibility for checking the accuracy of their own work before handing it in.

- 100 Teaching is satisfactory overall. One lesson seen in Years 1 and 2 was good and the others were satisfactory. Of lessons seen in Years 3 to 6, half were good or better, and one was very good. One was unsatisfactory and the remainder were satisfactory.
- 101 It is a good feature that most lessons begin with a clear explanation of what pupils are supposed to learn and a review of what has gone before. Some teachers read aloud well, dramatising the meaning to bring the language to life and catch pupils' attention. One Year 4 lesson was very good because the teacher's energetic instruction stimulated all pupils to try hard. The writing task was carefully adjusted so that all could complete it successfully, and their progress was carefully reviewed at the end.
- 102 Teachers generally use the board well to emphasise key points, though the slow pace of instruction in two lessons seen meant that pupils were shown too few examples of spelling and sentence patterns. Some teachers make effective use of techniques such as choral reading and repetition of key words and phrases to reinforce learning. Pupils enjoy using small whiteboards to write ideas or to try spellings, and this practical activity holds their attention well, though teachers could check the pace and accuracy of their results more closely. Teachers have good management skills and pupils generally settle quickly to individual tasks. However, teachers do not use a rota to measure out fairly their support for different ability groups and the focus of the end-of-lesson review.
- 103 Much marking is very thorough though much of the impact is lost when pupils are not routinely required to do corrections or follow-up work. There is a tendency to over-praise, which lowers pupils' expectations of themselves over time. Teachers' marking in other subjects generally ignores literacy errors, and expectations for accuracy and handwriting need to be higher.
- 104 Leadership and management of the subject are satisfactory. The co-ordinator has identified priorities for improvement and is making good progress in planning how to address them. There has been a marked rise in standards of reading as a result of improved resources. Targets are now being set in reading and writing for individuals and classes. Pupils' progress towards their targets needs to be more closely monitored so that work can be more finely adjusted to meet their needs. The National Literacy Strategy is guiding provision in English but opportunities to develop literacy skills could be more clearly identified in the planning of other subjects. The school has identified the need to develop speaking skills and so has created a new post of co-ordinator for drama. There is no assessment procedure for speaking and listening, and teachers lack a scheme of work and resources to guide them in supporting pupils with weak speaking skills. In many classes, print is displayed well to stimulate interest and encourage higher standards.

MATHEMATICS

- 105 Standards of attainment declined following the last inspection. However, they are steadily rising again. Teaching in Key Stage 1 is a strength and is raising pupils' achievement. Throughout the school, pupils demonstrate positive attitudes to the subject. The leadership and management of the subject are good. The school is not yet catering for the more able pupils. The accommodation is poor in some classrooms, to the extent that it has an impact on learning.

- 106 Pupils' attainment in Year 2 is below the national average. They add to 100 and halve numbers. They multiply and divide to 50p and handle capacity in steps of 25 millilitres. They tell the time to quarter-hours. The more able are underachieving. They rarely work up to a 1,000 and are not confident with calculations involving hundreds, tens and units or amounts of money beyond twenty pounds.
- 107 At the age of 11, pupils' attainment is below the national average. They multiply numbers involving thousands by units. They work with ratio and proportion as well as early probability. They recognise the mode and construct line graphs. They calculate areas of irregular shapes. Their work with money is limited to low amounts. The more able pupils are underachieving. They use the mean and median and understand the equivalence of percentages and decimals. However, they are not confident with complex number calculations or with using all four number operations to solve problems.
- 108 The quality of teaching is good overall in Years 1 and 2 and ranges from good to excellent. However, over time the effect of all aspects of teaching on learning is only satisfactory and it has a limited impact on learning by more able pupils. Nevertheless, in one excellent lesson about patterns and relationships, the teacher enabled pupils to explain their mental methods in great details. She had very high expectations that included every pupil in observing patterns for themselves. Consequently, pupils were all very attentive and learnt to sequence numbers with ease. The quality of teaching in Years 3 to 6 is satisfactory overall and ranges from unsatisfactory to very good. Teachers do not always set different work to match pupils' abilities and the level expected of the more able is too low. Furthermore, some teachers base their planning wholly on a published scheme and do not adapt it to meet the needs of pupils in the class. This reflects the lack of use of the individual assessments that take place on a daily and long-term basis. Management of pupils varies, with a minority of classes allowed to chat both through class teaching and when they should be concentrating on their work. Nevertheless, most teachers generate enjoyment in pupils so that they learn through their interest and enthusiasm.
- 109 Most teachers manage both to focus on teaching a specific group and to guide group work. Marking is always attentive to mistakes and supportive to learning. Classroom learning assistants provide good guidance to pupils with special educational needs and where English is an additional language so that they make satisfactory progress. Teachers make too little use of information and communication technology as a useful tool to explore and communicate mathematics. Teachers do not often find opportunities to use literacy skills, with one notable exception during the inspection week where, in a Year 1 class, the teacher referred pupils to a version of 'Rosie's Walk' which used position words. This lesson also included a delightful walk along a course over, around, along and through objects so that pupils learnt direction words via practical experience.
- 110 The subject leader has taken satisfactory steps to develop teaching and the impact of the curriculum. She is aware of gaps in teaching and learning such as measuring and has promoted in-service training to remedy this situation. However, the school has not arranged for teachers to observe some of its own excellent practice so that it is spread. There is good support for groups of pupils who, for a variety of reasons, are under-achieving. However, those in Years 2 and 6 who could attain higher levels in their national tests do not receive similar support. While assessment procedures are adequate, they do not include sufficient diagnostic tools for teachers to identify and meet individual needs. During the inspection, pupils who were absent or late were, in many cases, those who most needed to be at school to make consistent progress.

Space for investigation in classrooms is sometimes limited, and resources need to be tailored more to the needs of the pupils.

SCIENCE

- 111 Standards are below average at the end of Year 2 and Year 6 although pupils make satisfactory progress in some elements of the curriculum. Those pupils with special educational needs and those who speak English as an additional language make satisfactory progress overall. The reason for the unsatisfactory standards in the school is that the teaching of investigation and exploration, an essential area of the science curriculum, is unsatisfactory. The quality of teaching observed during the inspection was satisfactory overall but the standards of work in books and displays show the gap in this essential area. This limits the progress of the higher attaining pupils in particular. This is the same judgement as the last inspection. The school has identified this as a priority for development and has undertaken much work to address this. The assessment evidence presented to the inspection team indicates that standards are improving for pupils up to Year 2.
- 112 By the end of Year 2, most pupils know about the five senses and that living things change and grow. They know the differences between healthy and unhealthy food and that pushes and pulls are examples of forces. Pupils know about day-to-day appliances that use electricity. There is a lack of evidence of the good use of scientific enquiry. The limited work scrutiny showed very little evidence of pupils using investigative skills to ask questions and employing first hand experiences to answer these. This is an area that the school has addressed and evidence of improvement was observed during lesson observations. In a Year 1 class, pupils were asked to try a variety of experiments to test whether pushes or pulls could move objects and change their direction. Pupils could relate what they found out and why things happen for example, "The ping pong ball was easier to push than the telephone book because it was lighter". Limited evidence of pupils using a variety of methods to record results was seen in the scrutiny of work, displays and in lessons. The scrutiny of work was unsatisfactory and did not reflect the quality of teaching observed during the inspection period which was satisfactory overall. An over-reliance on worksheets means pupils' work shows limited use of literacy and this is unsatisfactory. New plans based on national guidelines show that the school has addressed issues of curriculum coverage and correct time allocation. This was an issue, which has improved since the last inspection. However, the plans need to ensure that skills are built upon from one year to the next and include opportunities for investigative work to allow all pupils, but especially those of high ability, to work at a challenging level. Teacher assessments for Year 2 pupils show that standards are on an upward trend and inspectors agree with this.
- 113 By the end of Year 6, the pupils know the difference between solids and liquids, compare properties of materials and understand the processes of evaporation and condensation. They understand the structure of flowers and the process of pollination and fertilisation. They have undertaken units of work on electricity and magnets and the planets and space. The scrutiny of work indicates that the work is satisfactory where it has been matched to the pupils' needs. Also, there is some use of correct scientific terminology and vocabulary. However, there is an unsatisfactory balance between acquiring knowledge and skills-based work on the one hand and using acquired knowledge and skills in investigative work on the other. The levels of work observed in the work scrutiny are as expected and are in line with national expectations. However, the more able are not challenged to plan their own investigations and this limits their progress. This is reflected in the below average

standards of achievement at the end of Year 6. There is a satisfactory range of work, which shows satisfactory coverage in terms of quantity. However, as for the younger pupils, the plans do not show progression in the teaching of skills which become harder as the pupils get older. The work scrutiny shows a good range of recording including notetaking, graphs, written experiments, and charts and a better use of literacy and numeracy than the younger pupils. Books were well presented but teacher marking was inconsistent and reflects the inconsistency in teaching.

- 114 Teaching throughout the school was satisfactory overall with pockets of good, very good and excellent teaching. No unsatisfactory lessons were observed during the period of inspection. Where teaching was good or better, teachers were well prepared, used effective questioning to build on pupils' learning and extended and challenged their understanding. There was a good use of scientific vocabulary and scientific concepts and a good balance of guidance and instruction. The good use of resources supports the learning of pupils with a wide range of abilities. For example in a Year 3 lesson, the teacher had ensured that work was tailored to the varying abilities and capabilities of pupils. A high attaining girl was extending her interrogation skills using a CD ROM, a child with physical special needs was included in the class work, working closely with his support assistant and specially adapted computer screen and wheelchair, and a child who only spoke Arabic was given a peer translator who helped him to undertake the work task. Following investigative work testing materials for transparency, pupils showed a clear understanding of prediction; one pupil had predicted that 'The wood will be opaque' when a light was shone on it. They understood the concept of a fair test and the terms opaque, transparent, and translucent. In these lessons, planning was of a high quality and pupil management was highly effective. Teachers' expectations were high and pupils responded accordingly. The majority of pupils have positive attitudes to work in science and their behaviour is satisfactory.
- 115 The subject leader has undertaken much work to improve standards in this subject. His subject leadership is satisfactory overall. He has a clear idea of the standards in the subject and has identified points for future development and improvement. These include improving the teaching of scientific investigation and enquiry, reviewing the curriculum so that balance and coverage is maintained, monitoring teachers' planning and pupils' work and identifying future resources. More rigour is required to ensure that adequate opportunities are in place to challenge the more able and raise overall standards of attainment. The inspection team is confident the school, under his leadership, has the capacity to improve. Resources are of a good quality but accessibility is difficult because of the schools widespread site.

ART AND DESIGN

- 116 No lessons were taught during the inspection. Pupils' work was on display and the subject leader was interviewed. There has been a considerable decline in standards since the last inspection, where pupils' attainment was in line with national expectations with their skills being good. The work on current display demonstrates a low level of teaching of skills and low expectations. The range of learning opportunities is unsatisfactory. The new subject leader has taken satisfactory steps to raise standards.
- 117 In Year 2, pupils' attainment is below national expectations. They have made some satisfactory textured tablets and designs using a computer program. Pupils' paintings are quite detailed but their brush application is unsure. Their drawings show a lack of observation. Some Year 1 pupils have produced some pictures of flowers that are

well designed and made. In Year 6, pupils' attainment is well below national expectations. Both sketches and paintings are very immature, again because they are neither looking carefully at what they are drawing nor skilful with the media they are using.

- 118 It is not possible to judge the quality of teaching. However, it is evident that there is an overall need for in-service training to develop knowledge, expertise and confidence. While the school covers the programme of study in the National Curriculum, there is an under-emphasis on three-dimensional work. The subject leader is providing satisfactory leadership by taking a number of important steps. She has reported to staff on their inconsistent use of sketch-books in supporting pupils' learning of skills. She is developing assessment so that teachers have the information they need to address pupils' learning needs. While resources are adequate, she is working towards creating specific banks to match the needs of each year group. Accommodation in some classrooms is cramped, which has a negative effect on what can be learnt in art and design.

DESIGN AND TECHNOLOGY

- 119 The standards pupils achieve in Year 2 are broadly in line with those expected for pupils of the same age nationally. This represents a good improvement since the last inspection when standards were below average. Those in Years 1 and 2 are currently making good progress in lessons and over time, due to sound coverage of the design and technology curriculum and good teaching.
- 120 Discussion with pupils in Years 1 and 2 indicate that they have a clear understanding of the designing and making process and are learning to evaluate their work and the work of others. In Year 1, pupils draw their designs of houses and write sentences about the good points of the design and also how they could make it better. The use of worksheets aids their recording and develops their understanding of the process. Literacy and numeracy skills are encouraged through such recording and through, for example, a piece of work where pupils identify shapes such as squares, triangles and rectangles in their designs. Good links were also made with the pupils' work in science as they learn to classify fruit and vegetables using a variety of criteria. In one very good lesson, the pupils developed a good understanding of how fruit and vegetables grow due to the effective questioning of the teacher and the way he encouraged discussion and developed thinking.
- 121 Skills are developed further in Year 2 when pupils draw and label designs of puppets from the front and back views. Designs show the materials to be used, the features and joining techniques such as sticking and sewing. There was also evidence of the pupils' evaluation as they indicated what they liked about their puppets and how they would make them better next time. In two good lessons observed, teachers planned and prepared the lessons well identifying what they wanted the pupils to learn and do and shared this with them. The pupils' needs were well met as the work built systematically on previous learning and those who needed additional support received effective advice from the teacher. One pupil with emotional and behavioural difficulties was particularly well supported so that she was fully involved throughout the lesson and contributed well. Pupils speaking English as an additional language were also well supported as the teachers demonstrated what they wanted the pupils to do and introduced an appropriate number of subject specific words such as axle and chassis.

- 122 Teachers manage pupils well and have good expectations of what they should do and achieve. The majority of pupils respond well to this, show good attitudes to their work and behave well. They are interested in what they do because the activities are practically based as they have the opportunity, for example, to look at and handle cars when designing moving vehicles. Good links are made with art and design as the pupils are encouraged to look closely at the resources before sketching their own models.
- 123 Pupils in Year 6 reach standards of attainment which are below those expected nationally for children of that age. Standards have been maintained at the same level since the last inspection. Overall, pupils in Years 3 to 6 are currently making satisfactory progress although older pupils have not benefited from a consistent approach to the teaching of design and technology throughout their time in school. For example, planning to ensure the systematic development of designing and making skills has been unsatisfactory. Pupils with special educational needs make similar progress to that of their peers. No significant difference was noted in the attainment and progress of girls and boys.
- 124 Little evidence was available of past work in Years 3 to 6 which indicates a lack of time spent on this subject over the school year. However, teaching and learning in the lessons observed were satisfactory overall with some good teaching in Year 3. Also, the content of lessons reflected that expected for pupils of that age nationally. This indicates an improvement in planning. Pupils in Year 3 used their knowledge gained from science to support their work when making moving monsters. Written work showed how the monsters were made but the pupils' evaluations of what they had done and the products made were of a low level in most cases. In one good lesson, the teacher was very effective in developing the pupils' thinking and assessing their understanding by asking relevant questions. The tasks set were appropriate for a wide range of abilities and appropriate support was given, for example, to a child with disabilities so that he could contribute and complete the task. Pupils with little spoken English were also well supported as the teacher demonstrated what was expected, used clear and precise language and asked another child to translate and talk with the pupil in their home language.
- 125 Lessons in Years 4 and 6 were satisfactory. In Year 4, pupils learnt how torches worked in preparation for their own designing and making activity. In one class, however, insufficient resources were available and pupils in large groups had to share one torch. This meant that some pupils got bored and their behaviour deteriorated. Others in the class were keen to develop their ideas and responded well but overall, pupils in this class had unsatisfactory attitudes to their work. In Year 6, the lesson built on previous learning as pupils were encouraged to design and make a model shelter. A few pupils used the knowledge gained previously on how to strengthen structures in their designs but others did not, making more reference to the 'look' of the shelter than purpose and durability. Although some pupils quickly developed their designs and started to make their models, others worked at a slow pace.
- 126 Pupils are aware of health and safety issues, for examples the younger pupils talked about holding scissors correctly whilst those in Year 6 spoke about the safe use of tools and the need for good hygiene in food technology.
- 127 Currently, there is no co-ordinator to develop and manage the subject. However, senior managers are aware of the need to produce a more consistent whole school approach to assessing pupils' attainment and progress. They are also aware of the need to develop the use of information and communication technology, literacy and

numeracy across the whole school in the subject. The accommodation is poor in some classrooms and affects the pupils' ability to concentrate, for example, due to poor ventilation in hot weather. Also, insufficient resources are available to give pupils the opportunity to work with a good range of materials.

GEOGRAPHY

- 128 Standards in the subject have been maintained since the previous inspection and by the end of Year 2 and Year 6 pupils' attainment is in line with national expectations. There has been satisfactory improvement since the last inspection due to the maintenance of standards. The subject is taught in 'blocks' of study and, due to the timetabling of the subject, only four lessons were observed during the inspection. The evidence gained from the observations suggests that teaching and learning in the subject are satisfactory. Evidence on standards was also gained from an analysis of pupils' work, a study of planning and discussions with staff. Since school assessments show that pupils enter the school with below average skills and knowledge, this represents good achievement. Pupils with special educational needs or English as an additional language generally receive support which enables them to progress appropriately.
- 129 In Year 2, pupils are developing the ability to ask and answer questions, for example on why life in a Mexican village is different from their own, and to identify where there are similarities. Pupils of higher ability can make comparisons between different places and have the ability to give reasons for the differences. As part of their studies of seaside holidays in past times, pupils in Year 1 benefited from outside visitors (two mothers and a grandmother) who described their own experiences of visiting the seaside as children and encouraged pupils to talk about how things have changed over time. Different modes of transport used to reach the seaside are also studied. Pupils' investigations are supported by a range of photographs of families on the beach, from Victorian and Edwardian times to the present day, and a range of beach items such as shells, buckets and spades and swimming caps were available for children to examine.
- 130 Pupils in the junior classes study weather around the world and such geographical features as mountains, volcanoes, water and the water cycle. As part of their study of mountains, pupils are developing an appropriate understanding of how homes have to be designed to cope with the rigours of winter weather, and how ski resorts are laid out and managed, to cope with the influx of visitors. They extend their ability to compare locations by looking at contrasting localities, for example comparing Ealing and Brighton, and make a trip to Brighton to reinforce their findings. Investigations of life further afield include India and the African state of Ghana.
- 131 Overall, the subject makes a limited contribution to pupils' literacy. While pupils make written reports of their research and observations, there are very limited examples of good descriptive writing. Numeracy skills are developed satisfactorily with graphs, map-work and fieldwork measurements. Geography makes satisfactory use of information and communication technology. Through its emphasis on local studies and group work, the subject makes a good contribution to the social and cultural life of the school. The co-ordinator is in the process of revising the scheme of work. She offers satisfactory leadership but is new in the role and has had little opportunity, so far, to develop the subject or to observe colleagues teach. As a result, there is a good capacity for further advance and improvement. There is no formal assessment scheme but there are plans to introduce the scheme, devised by the local authority, in the autumn.

HISTORY

- 132 The subject is taught in 'blocks' of study so, due to the timetabling of the subject, lessons were observed only in Years 1 and 6 during the inspection. The evidence gained suggests that teaching and learning in the subject are satisfactory. Pupils with special educational needs or English as an additional language receive appropriate support, enabling them to progress similarly to their peers. Further evidence on standards was also gained from an analysis of pupils' work, a study of planning and discussions with staff. School assessments show that pupils enter the school with below average skills and knowledge, so the progress that pupils make represents good achievement. Standards in the subject in Years 3 to 6 have been maintained since the previous inspection and by the end of Year 6 pupils' attainment is in line with national expectations. In the Year 1 and 2 classes, standards are now in line with national expectations and this is an improvement since they were judged unsatisfactory at the previous inspection. Overall there has been satisfactory improvement since the last inspection.
- 133 A developing strength in Years 1 and 2 is pupils' ability to recognise that their own lives are different from lives of people in the past and their knowledge and understanding of some important events and people in the past. For example, they study London at the time of Pepys and find out about the Great Fire. In all years, the pupils' achievement in the use of historical sources and interpretation is sharpened by visits to places such as the Victorian kitchen at Gunnersbury Museum, the National Gallery (to look at Tudor portraits) and the Imperial War Museum. These visits help to develop pupils' understanding by bringing the past to life and allowing the pupils to see and handle objects used by their ancestors. This is built on as children move through the school, helping their ability to use sources of information to answer questions about the past and to remember and present information in a variety of ways using specialist terms. For example, pupils in Year 5, learning about Ancient Egypt, study hieroglyphic writing and the effect of the flooding of the Nile, as well as examining artefacts. Although, by Year 6, pupils have developing skills in history, many are less clear about how the past can be divided into different periods of time and how different periods 'fit together' on a timeline.
- 134 Overall, the subject makes limited contribution to literacy development as most pupils' original writing is underdeveloped. Numeracy skills are developed satisfactorily with graphs and details of diets in the past. As a result of some appropriate software, history makes satisfactory use of information and communication technology, for example in the use of the Internet and CD-Roms for research. The subject makes a good contribution to the spiritual and cultural life of the school. Pupils are encouraged to reflect on a variety of customs and practices from the past, for example comparing the Olympic Games in Ancient Greece with the games of the present day.
- 135 Improvement since the last inspection has been satisfactory and there is a good capacity for provision to further develop and improve. The co-ordinator is relatively new in post and is in the process of revising the scheme of work. She offers satisfactory leadership, having had little opportunity, so far, to influence the subject or to observe colleagues teach. Development and improvement are currently affected by the lack of a formal assessment scheme, but there are plans to introduce a scheme, devised by the local authority, in the autumn.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 136 By the end of Years 2 and 6, standards are broadly average in most areas. All pupils are working within the levels expected nationally. Achievement is satisfactory. Standards have improved since the last inspection, this advance was commented upon by parents at the pre-inspection meeting. Special software provision is made for some pupils with special educational needs which contributes to their progress.
- 137 In Year 2 the majority of pupils can use an on-screen menu to select and display information they need when investigating a CD-ROM. Most pupils have learned how to use the keyboard and type correctly as well as how to use the drawing functions to illustrate their text. Records and computer files show that they can edit text simply and insert pictures and other graphics they have created. These skills have been built on those learned in Year 1. Pupils here are confident computer users in the main, typing out their poems, and making simple captions having selected a typeface and size, printing out their own work. In addition, pupils have been taught to use ICT in music notation and introduced to databases, putting records into categories. Pupils' attainment is below average however, in learning to program (for example, a floor robot) and in saving and retrieving their own work.
- 138 In Year 6, pupils have developed their word-processing skills well, where shape and size of text are frequently combined with changes of layout to emphasise meaning. Tools such as spell- and grammar-checks are used when editing their work. These pupils also use tables, text boxes, imported photographs captured from the Internet and clip art features to enhance their work. All pupils have created multi-media presentations, the best with transition features fading one screen into another and including animated text with sound. All pupils are able to manipulate a spreadsheet, for example to compare the range of temperatures between Melbourne and London over a month. Their computer files show that they have been able to use the formula function to calculate averages and display results graphically using different types of pie and bar charts. This is an improvement on the findings of the previous inspection when data handling was inadequate. However, weaknesses in attainment remain in the area of control technology, and in addition these pupils have had very little experience in the use of electronic mail, and using attachments, to communicate with others. The introduction of the new facilities and revised scheme of work means that elsewhere in the school pupils are now gaining these experiences and learning such skills.
- 139 In Years 1, 2 and 3 pupils are very interested in the tasks they have been asked to undertake and demonstrate good behaviour and cooperation. Pupils learn well as a result. In Years 4, 5 and 6 however, although pupils are keen to use the computer and overall they make satisfactory progress, some experiences do not promote the amount of learning they should, because of poor behaviour by a few pupils. Without technical support or the presence of a learning assistant to work with them, this poor behaviour distracts teachers from dealing with issues of equipment and organisation, and from responding to genuine learning needs in the computer suite more than in the normal classroom situation. Thus, some well considered teaching with interesting activities and the potential for good learning are not fully realised.
- 140 Pupils are given a variety of experiences and taught the necessary skills to become confident computer users but these skills are seldom used to enhance their learning in other subjects. When teaching ICT skills teachers use the context of examples from science, history and art and design for instance investigating a nature CD-ROM, and creating rotational graphics inspired by Matisse. However, neither teachers' planning, nor pupils' work showed evidence of systematic use of ICT in numeracy or literacy lessons or intentions to help pupils to investigate hard-to-study features in

science, such as the working of internal organs of the body, the motion of planets or the way the bones in skeletons of different creatures move when they run. Computers located in classrooms which could be utilised for this purpose are insufficiently used.

141 Teaching is satisfactory, lessons seen ranging from good to unsatisfactory. Teachers' subject knowledge and understanding are good, an improvement since the previous inspection. They use ICT facilities for planning and display purposes and are very knowledgeable about the skills and understanding needed to teach their pupils. Good teaching on receiving and sending electronic mails observed in a Year 3 lesson, involved the pupils showing each other how to use the interactive whiteboard to demonstrate the techniques needed and involved all pupils not only in the task, but in considering the benefits and barriers to using this form of communication. The teacher's skill in motivating the pupils meant that they persevered at finding, displaying and replying to the teacher's previously sent message and learned quickly. In all lessons seen, pupils working independently and in pairs develop their understanding of the potential of ICT and the skills to help them exploit them. Unsatisfactory teaching occurred when a teacher concentrated too much on a set activity rather than on the intended learning and did not recognise that skills could be developed in a variety of contexts and with a number of different software tools. Too much emphasis was placed on carrying out a prescribed task rather than picking the most appropriate context for the learning. Teachers are not helped to do this at present as they have adopted, rather than amended to their needs, a nationally recommended scheme of work. Also, despite good new facilities in the ICT suite, a good improvement since the last inspection, several technical software issues are still outstanding. Additionally there is no sensing equipment for pupils to use or the means for pupils to experience control technology.

142 A committed and enthusiastic subject leader in her early years of teaching, who has good teaching skills herself in the subject has developed the use and management of the ICT suite, written an assessment protocol and designed a document for systematic recording of pupils' skills. It is intended that teachers will use such information to build on individual pupil's success and help them to develop any missing skills. There is also a development plan for the subject, within the school development plan, which contains very many worthwhile objectives. However, there has to date been no monitoring of teaching nor of outcomes, so the school will have difficulty in deciding priorities amongst the various aims and actions and in knowing whether the time and money spent to achieve these goals has been successful. These aspects of subject management need to be improved if the pupils are to benefit fully from the new facilities and the undoubted capacity of the new co-ordinator to effect change.

MUSIC

143 Standards are above national expectations at the end of Year 2 and well above the expected level by the end of Year 6. The high standards noted in the previous report have been sustained. As at that time, all lessons are taught by two enthusiastic and knowledgeable music specialists. The continuity of their teaching through the school ensures that pupils' skills and understanding are developed in a precise sequence, while their high expectations challenge all pupils to perform their best. As a result, pupils across the school make very good progress in composing and performing music and in their appreciation of music from different traditions. Pupils with special needs or with English as an additional language are fully included and make similar progress. Singing is a particular strength, and the teachers' emphasis on the

accurate reading of lyrics and the clear sounding out of words makes a very good contribution to the language development of these pupils. The two choirs, one for younger and one for older pupils, and tuition in a wide range of instruments offer very good opportunities for high attaining or highly motivated pupils to develop their skills further.

- 144 By the end of Year 2, pupils sing well. They know many songs by heart and most perform confidently. Their singing is accurate, and words are projected clearly. Their progress in reading music is very good, and they have a good appreciation of rhythm. Standards in singing are excellent by the end of Year 6. Pupils know many songs by heart, projecting the words clearly and with feeling. Their opening notes are clear and accurate, and they sustain the melody confidently when singing in parts. They are expected to sing solo at times and do so without hesitation, with considerable gains in their confidence and commitment. They show very good control in playing tuned and untuned percussion instruments to achieve different textures. When playing their own compositions in small groups, they listen carefully to others, helping to shape the performance by responding sensitively to changes of pace and mood. They understand musical notation as a means of recording their own compositions and as a guide to singing and playing. Their understanding of technical terms is very good, and they use them correctly to explain their responses to contrasting qualities in the music.
- 145 Almost half of all pupils are members of the two choirs. Over a hundred members of the senior choir gave a particularly impressive performance of their wide repertoire that includes songs from the Caribbean and Africa. They accompany the songs with actions and body percussion, all extremely well rehearsed so that very little adult guidance is needed. Different pupils unselfconsciously take the conductor's role at times. The choir's singing is expressive, committed and accurate, delivered with tremendous enthusiasm and enjoyment. An after-class recorder group confidently played several pieces, accurately reading the music and sensitively interpreting the mood. The group included two girls who speak little English but who were able to share in the group's success through the language of music.
- 146 Teaching is very good overall, and three lessons seen were excellent. This consistently high quality is based on the teachers' excellent subject knowledge, which leads to very effective coaching of specific skills. Both teachers are confident singers and instrumentalists, sharing their enthusiasm with the pupils and joining them in making music. Lessons are short but intensive, delivered at a cracking pace that keeps pupils on their toes. This is very successful in involving all, particularly older boys who were seen to show much less commitment in other

subjects. The excellent lessons began with a vigorous series of exercises to warm-up the voice and reduce inhibitions. A strong element of humour in these exercises delights the pupils, who work very hard to reach the expected standard. The main activity is begun without delay, beginning with a focus on some aspect of theory before moving on to related practical work. Explanations are clear and concise, and technical terms are used consistently. The variety of activities in all lessons is very well structured to hold pupils' interest. The atmosphere is highly productive and very enjoyable. Pupils are praised and encouraged for their achievement, but very careful attention is paid to the quality of their learning. This is a very good feature of the teaching overall, and pupils are shown exactly what they have to do to improve. Their performances are regularly tape-recorded. This is very effective in giving them a target to work towards, directly involving them in evaluating their own performance and motivating them to improve it.

- 147 The subject is very effectively led and managed by the two co-ordinators. They have well established contacts with music in the community. As a result, pupils are regularly involved in public performances, some with professional musicians and at high profile events. The school has a very good range of tuned and untuned instruments and recorded music. Little use is made of information and communication technology, but there are plans to develop this aspect further. The quality of music provision makes an excellent contribution to pupils' personal development and the ethos of the school.

PHYSICAL EDUCATION

- 148 The lessons seen during the inspection focused mainly on games activities. Evidence from these lessons and an examination of the scheme of work and teachers' planning indicate that pupils make satisfactory progress in their physical education skills and achieve standards in line with expectations by the end of Year 2. By the end of Year 6 progress and standards are unsatisfactory. Pupils with special educational needs and English as another language achieve in line with their peers.
- 149 By the end of Year 2 pupils develop secure ball skills which involve, receiving, sending and travelling with a ball and other equipment. They are able to develop and practise these skills before using them in simple striking and invasion games and fun activities. In a very good Year 2 lesson, pupils were able to play a simplified version of rounders, having practised the skills beforehand. They took turns as bowlers, batters, or fielders and played well together in teams. During a very good plenary, pupils were given very good opportunities to evaluate their work and suggest how other pupils could improve their skills and tactics. One pupil said fielders should stand further away from the batters to be able to field better.
- 150 The quality of teaching in Years 1 and 2 is good and pupils make good progress. This is broadly in line with the last inspection judgement. The quality of teaching during the inspection in Years 3 to 6 was satisfactory and the pupils made satisfactory progress. There has been a decline in standards in Years 3 to 6 since the last inspection. Where lessons are good, they are well planned, organised, and resourced. Pupils change into correct and appropriate clothing and health and safety procedures are followed. Teachers provide pupils with appropriate warm up activities and demonstrations of skills to be learned. They give opportunities for pupils to practise and develop these skills. This contributes to pupils' positive attitudes to their own work and their wish to improve it. Pupils work with sustained concentration and display real enthusiasm for the work they are involved in. Opportunities are given for pupils to progress in their physical education skills by repeating them within more complex and

demanding activities. Praise is used effectively to promote confidence in pupils' abilities. All this makes a positive contribution to learning and pupils' personal and social development. However, this is not consistent across the school. For pupils in Years 3 to 6 there is evidence that progress is unsatisfactory because their skills have not been improved upon from one year to the next. Standards at the end of Year 6 are unsatisfactory and below those expected for pupils of their age.

- 151 The co-ordination of the subject has been hindered by staffing turnover. This is currently unsatisfactory. The school is developing a scheme of work following the Qualifications and Curriculum Authority's guidelines. The current policy is unsatisfactory and does not include the school's changes to the curriculum. A new co-ordinator has been appointed and he has identified areas for improvement in his action plan. The resources for the subject are satisfactory. The outdoor play area for younger pupils is unsatisfactory. It has an unlevel and slippery playground surface and is next to a railway track and so is subject to the interruptions of noise from passing trains.

RELIGIOUS EDUCATION

- 152 By the end of Years 2 and Year 6 standards in religious education are in line with those required by the locally agreed syllabus. Pupils with special educational needs and those who are learning English as an additional language, along with the rest of the school, make satisfactory progress between Years 1 and 6. They are more able to discuss what they know and understand orally than to present it in written form, nevertheless they understand the key concepts and engage with the themes and issues. They are helped to do so by good, and sometimes very good, teaching in Years 1 and 2 and largely sound teaching higher up the school. Teachers give them opportunities to discuss and consider the topics raised. Assemblies covering well-planned topics and concerns such as those faced by pupils in their everyday lives, along with work in PSHE, complement learning in this subject. Together, these make a positive contribution to pupils' spiritual, moral, social and cultural development.
- 153 Pupils in Year 2, know about, and the significance of the main stories, events and buildings, from world religions, such as the tale of Noah's Ark, The Prodigal Son, the origin of the Passover and who worships in a Gurwara. Work observed in Year 2, where pupils were preparing a set of rules for themselves in anticipation of a visit to the local church, showed them to be very knowledgeable about the priest and worshippers, the purposes, functions and features of the building. They clearly knew what behaviour is expected in such a place and why. Work in pupils' books indicates that they are familiar with special events, people and places in Christianity and other world religions and could relate some themes to their own lives. Work on 'What is a friend?', 'What we all have in common' and 'Caring' was in line with the requirements of the scheme of work. Pupils are thus given systematic access to learning about important features of religious life, moral and cultural issues.
- 154 Pupils in Year 6 know that a Pilgrimage is a journey to a holy place, and can correctly associate places, festivals, ceremonies and buildings with different world religions. Many show that they are able to relate their own values to those of other groups and individuals. Work undertaken in this subject in Years 3 to 6 covers each of the major faiths and pupils grow in their understanding of what various people believe and how they practise their faith. They are clear that religions generally give us a code to work by and present ways of dealing with situations as they arise. Complementary work in PSHE and stories and themes in assemblies contribute to their learning.

- 155 Throughout the school where teachers attempt to make their lessons lively and help pupils to relate their lives to aspects of religion, learning is good. One particularly successful lesson started with the teacher inviting Year 1 pupils to talk about things in the past which were personally important to them. He then asked them if there was something which would help them to remember this and pupils identified photographs and souvenirs. This led him to bring out several specially prepared religious artefacts including Garnish whose role, pupils learned, was to remind Hindus that we all get a second chance. In Year 6, pupils showed good learning in examining pictures of the Neasdon Temple identifying parts they had read about and Year 3 pupils were well prepared to learn about Abraham by being introduced to the concept of modern idols. Pupils learned from each other what features such as talent and leadership made them idols. In the one unsatisfactory lesson seen, the Sikh Initiation Ceremony was not presented in such a way as to gain the sustained attention of pupils and the task set was neither challenging nor allowed pupils to use their imagination in creating responses. Thus, their activities were not focused on the work and therefore learning was slow.
- 156 Little use is currently being made of ICT to enhance learning. Pupils' work revealed little evidence of research or other work being done using computers. Despite the existence of many appropriate CD-ROMS and websites, staff have not yet sought effective ways of incorporating this into their planned learning opportunities. Work in pupils' books showed that in some classes opportunities are taken for pupils to enhance their literacy skills through writing about what they have learned. However, despite joint planning, there are inconsistencies between classes in the amount of work put down on paper, and the demands made on pupils when recording their work. The school has a sufficient range of resources and the subject is enlivened through visits, such as to the local church, where pupils stage their Christmas service. The subject has been without a co-ordinator for two years and the school is awaiting an appointment for September. The new coordinator will need to begin to monitor the outcomes of work so that the best of what is done at the moment can be disseminated to all in order to achieve greater consistency.