

INSPECTION REPORT

Isleworth Town Primary School

Isleworth

Hounslow

Unique reference number: 102492

Headteacher: Jonathan Bruce

Lead inspector: David James

Dates of inspection: 1– 4 December 2003

Inspection number: 256549

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll:	424
School address:	Twickenham Road Isleworth London
Postcode:	TW7 6AB
Telephone number:	020 8560 5701
Fax number:	020 8569 7589
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Lyndsey Mears
Date of previous inspection:	March 1998

CHARACTERISTICS OF THE SCHOOL

Isleworth Town has almost twice as many pupils as most primary schools. Of the 425 boys and girls aged three to eleven, 22 per cent are the two largest groups being Indian and Black African. There are 53 children who attend the Nursery part-time. Nearly a quarter of pupils' mother tongue is other than English and between them they speak 39 different languages. Currently there are 17 pupils at an early stage of learning English. Some pupils and their families come and go in the area and more than a third of pupils in the current Year 6 have changed over the past few years. Pupils coming to the school include children from families who are refugees and asylum seekers. Only 16 per cent of pupils are identified as having special educational needs, which is lower than for most schools. Of these pupils most have moderate learning difficulties, but some have social and emotional problems; four have Statements of Special Educational Needs. The local area has mixed employment and social conditions and pupils come from a wide range of social and economic backgrounds as well as a diverse range of cultures. Pupils who come to the school have a wide range of ability, but overall are just about in line with the national average. The mobility of pupils and incidence of special needs is an increasing trend. Teachers move too and over the past two years eight have left and eight new ones have joined; these include three who are newly qualified and two who were trained overseas. The school is part of an Education Action Zone.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
15162	David James	Lead inspector	English Physical education (PE) English as an additional language (EAL)
9519	Sue Pritchard	Lay inspector	
20457	Brian Fletcher	Team inspector	Mathematics Music Religious education (RE) Special educational needs (SEN)
32943	David Townsend	Team inspector	Science Information and communication technology (ICT) Design and technology (DT)
32136	Lesley Brookes	Team inspector	Foundation Stage Art and design History Geography

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The overall effectiveness of the school is satisfactory and it provides sound value for money.

Isleworth Town Primary is a school on the move. Recently it has made a series of good changes and more are planned. The recent fall in standards has been halted and they are now improving. Teaching and learning are good and pupils' achievement is satisfactory. The leadership and management of the school are good.

The school's main strengths and weaknesses are:

- The school's inclusive ethos and the way its values are put into practice.
- There is good teaching and learning, but assessment can be improved.
- There is good leadership and management.
- Pupils' attitudes, behaviour and their personal development are good.
- Pupils are taken good care of.
- There are good links with parents and the community.
- The standards are improving, but are not yet high enough by Year 6.

The blip last year means standards are currently lower than at the time of the previous inspection. However, the school has successfully made all the improvements required by that inspection. There has been very good improvement in the use of information and communication technology. Collective worship takes place daily and assemblies are done well, there are schemes of work for all subjects and long-term financial planning is sound.

STANDARDS ACHIEVED

Overall, pupils' achievement is satisfactory. After a fall in standards last year by the end of both key stages there is good improvement in the current Year 2 and Year 6. The improvement is likely to continue and the school should meet its targets.

The standards seen in the Foundation Stage are good; most children achieve satisfactorily and are on course to achieve the goals children are expected to reach by the end of Reception. In Year 2 most pupils are already at the national average for reading, writing, mathematics and science. In Year 6 standards are a little below the national average in English, mathematics and science. In all the other subjects of the curriculum pupils meet the standards expected at both key stages. Pupils' achievement is good in Key Stage 1 and in Years 4 and 5, and is satisfactory in Years 3 and 6.

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			similar schools
	2001	2002	2003	2003
English	C	C	E	D
Mathematics	C	B	D	C
Science	B	B	D	C

*Key: A – well above average; B – above average; C – average; D – below average; E – well below average.
Similar schools are those with similar percentages of pupils eligible for free school meals.*

Results in the national tests at the end of Year 6 fell sharply last year. The biggest drop was in English, which had been at the national average, but fell to well below it and was below similar schools. Mathematics and science results also fell, but were in line with those of similar schools.

Results do not tell the whole story. The higher proportion of pupils with special needs in this year group, pupils who had recently moved to the school and those not fluent in English were contributory factors to the lower standards. More able pupils still achieved the higher levels and these were

almost the same as the national average in English and mathematics. There is a similar mix this year. The number of pupils in Year 6 identified as having special needs is twice the school average. There are also pupils at an early stage of fluency in English and some who have not been at the school very long.

Pupils' personal development is good. Their good attendance, very good attitudes to learning and good behaviour effectively support all their achievements. **Pupils' moral and social development is very good and is complemented by good spiritual and cultural development.** The climate for learning is very good and ensures that pupils enjoy their time at school and learn how to serve their community. This contributes significantly to pupils' progress in the classroom and to their awareness of self and others.

QUALITY OF EDUCATION

The quality of education is good. The quality of teaching is good overall. Teaching is good in most parts of the school and in most subjects. It is mostly good in the Nursery and Reception and at least good in Key Stage 1 where there is also very good and some excellent teaching. In Year 5 it is often very good and occasionally excellent. In Year 6 teaching is satisfactory and occasionally good. Teachers work well with support staff, who help pupils very well. Pupils who have special needs and those for whom English is an additional language receive very good help and do well. Teachers work very hard and make lots of assessments of pupils' progress. This is satisfactory, but has the capacity to quickly become good. Although teachers often use computers well they do not all use the ones in their classrooms enough. As a result of good teaching, pupils' learning is good. Pupils work hard, behave well and respond positively to their teachers.

Pupils enjoy many of the things chosen for them to study. These often reflect their diverse cultural backgrounds. Visitors to the school and the visits pupils make bring their learning to life. The clubs for older pupils add to the range of interesting things to do. They particularly enjoy the many chances they have to make music.

Good care is taken of pupils; they receive good support and advice to help them develop into good citizens. The school values and acts on pupils' opinions.

LEADERSHIP AND MANAGEMENT

The good leadership and management are based on very clear school values, a determination to improve and a highly accurate analysis of the school's strengths and weaknesses. These are the basis of many recent changes made and the ones that are planned. The changes are becoming effective and embedded in the way the school works. The main driving force comes from the headteacher and the deputy, but governors and all staff are involved and are determined to make improvements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils are positive about their school. There is a good partnership with parents and very good links with the local community and pupils benefit greatly as a result. It begins from the first contacts between school and home when Nursery staff visit children's homes. It is continued by good regular information about the school, the progress pupils make and school events. Parents support the school very well and raise funds to help. Pupils are proud to be members of the School Council and have their views taken seriously.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Raise standards in English, mathematics and science by the end of Year 6.
- Improve the consistency of teachers' marking and weekly assessments so they have a greater impact on pupils' improvement.
- Improve the teaching of library skills to increase pupils' abilities.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall, standards and pupils' achievement are satisfactory. After a fall in standards last year by the end of both key stages there is now good improvement in the current Year 2 and Year 6. The improvement in English, mathematics and science is likely to continue and the school should meet its targets. In religious education, information and communication technology and all the other subjects of the curriculum pupils in both key stages meet the standards expected. There is no difference between the achievement of boys and girls or pupils from different minority ethnic groups.

Main strengths and weaknesses

- There was clear improvement over last year that is likely to be sustained.
- Pupils make the progress expected of them.
- More able pupils continue to achieve higher levels.
- Pupils with special educational needs and those not fluent in English make good progress.
- Standards are still not at national average levels by the end of Year 6.

STANDARDS ACHIEVED

Commentary

1. The standards seen in the Foundation Stage are good and most pupils are on course to achieve the Early Learning Goals. In Year 2, most pupils are already at the national average in reading, writing, mathematics and science. In Year 6 they are a little below the national average in English, mathematics and science. Pupils' achievement is satisfactory overall, but it is good in Key Stage 1 and in Years 4 and 5.
2. Pupils with special educational needs make good progress in the classroom and in groups where they are withdrawn for support. The quality of Individual Education Plans is good. They are accessible to pupils and parents. They are easy to read, which enables teachers to plan the help for each pupil. Pupils' individual targets match their needs and allow pupils to take small steps forward in understanding, confidence and self-esteem. The targets are revised every term with the knowledge of parents. Pupils' progress towards the achievement of their targets is closely monitored.
3. Pupils for whom English is an additional language (EAL) make good progress in the classroom and in the withdrawal groups when they are well taught by specialist teachers. The quality of the records on pupils, their backgrounds, needs and progress they make is good. They are kept by the specialist teachers and shared with class teachers. Progress is reviewed every two weeks. Pupils' progress in their acquisition of and fluency in English is good. It is carefully recorded, as is their progress in the National Curriculum. The school is highly aware that EAL pupils have a range of abilities and do not confuse their lack of fluency in English with special needs.
4. Results for reading and writing in the national tests at the end of Year 2 fell sharply last year and were well below those of similar schools. The result for mathematics was below the national average, but in line with those of similar schools. Results in the national tests in Year 6 also fell sharply last year. The biggest drop was in English that had been at the national average, but fell to well below it. This result is also below the average standard in similar

schools. Standards in mathematics and science fell below the national average although the results for both are in line with those of similar schools.

Standards in national tests at the end of Year 2 – average points score in 2003

Standards in:	School results	National results
Reading	14.5 (16.5)	15.7 (15.8)
Writing	12.3 (14.4)	14.6 (14.4)
Mathematics	15.7 (17.1)	16.3 (16.5)

There were 54 pupils in the year group. Figures in brackets are for the previous year.

Standards in national tests at the end of Year 6 – average points scores in 2003

Standards in:	School results	National results
English	25.0 (26.8)	26.8 (27.0)
Mathematics	26.0 (27.7)	26.8 (26.7)
Science	27.5 (29.7)	28.6 (28.3)

There were 56 pupils in the year group. Figures in brackets are for the previous year.

- Results of tests do not tell the whole story. The proportion of pupils with special needs in Year 6 last year, pupils who had recently moved to the school and those not fluent in English all combined to reduce the results last year. Despite this the proportions achieving above the expected level were about the average for English and mathematics. There is a similar mix this year. The number of pupils in Year 6 identified as having special needs is twice the school average. There are also pupils at an early stage of fluency in English and some who have not been at the school very long.
- The standards seen in Year 6 strongly suggest that, although there is likely to be an improvement over last year's results they may be a bit below the national average. In Year 6, teaching is satisfactory and focuses on pupils working hard to achieve the tough targets set for them. As a result, pupils' achievement is satisfactory and the school should meet its targets. The numbers achieving the higher levels should be about the same as last year. Pupils' achievement varies with teaching quality; it is particularly good in Year 5 and is good in the Foundation stage and in Years 1 and 2.

Pupils' attitudes, values and other personal qualities

Pupils' good attendance, very good attitudes to learning and good behaviour effectively support all their achievements. These begin with the good start children have in the Nursery and Reception classes. Pupils' moral and social development is very good and is complemented by good spiritual and cultural development. The climate for learning is very good and ensures that pupils enjoy their time at school and learn how to serve their community. This contributes significantly to pupils' progress in the classroom and to their awareness of self and others.

Main strengths and weaknesses

- Pupils' very good attitudes and their relationships with their teachers, which promote good teaching and learning.
- Very good personal development, including a warm acceptance of the diverse cultures within the school.
- Pupils' willingness to accept responsibility and to deal kindly with others.
- The high expectations of pupils' conduct and the teamwork necessary to achieve it.

Commentary

7. Attendance procedures are very good. Pupils have good records of attendance and punctuality. Attendance is better than it is in most other primary schools. It has improved significantly since last year. Holidays during term-time are frowned upon and rarely authorised. This is the prime reason for the higher than average unauthorised absence figure. Parents understand that their children are at a disadvantage if they do not attend school regularly and on time. As a result, pupils' experience few disruptions to their learning.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.8	School data	1.4
National data	5.4	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

8. Pupils approach their tasks in a constructive and purposeful way. Most are eager to learn and willingly accept the challenge of demanding work. These positive attitudes are encouraged from the time children enter the Nursery. Pupils enjoy what they do and gain satisfaction in their achievements, both in the classroom and elsewhere. They are committed to producing the best result, whatever the activity. For example, young pupils lead an assembly in front of the whole school with many parents present. They acquit themselves very well and make the key points with confidence and enthusiasm. A string ensemble similarly performs in assembly with style and flair and responds graciously to audience appreciation. In the classroom, pupils enjoy good relationships with their teachers and, almost without exception, do as they are asked; some do not want the lesson to end. Pupils are unfailingly courteous to visitors and speak well of their school.
9. The school assembly is the starting point for good spiritual and cultural development. The festivals of very many world religions are celebrated and pupils take a full and active part. During the inspection, for example, a pupil read a passage from the Qur'an in Arabic to an attentive audience. Pupils quickly develop a sense of tolerance and understanding and readily subscribe to the view that 'actions speak louder than words'. This is reflected in the way they help each other during the course of the school day. Older pupils are skilled in looking after the needs of those who are younger and are already competent in giving words of advice and comfort. Pupils also respond to the needs of the local community and organise many charitable collections for good causes. They go on many visits to places of local interest and the school welcomes visitors throughout the year to support various aspects of the curriculum, for example, music and sport.
10. The School Council introduces pupils to the notion of democracy and also to the practice of speaking on behalf of others. Councillors are elected by their peers, meet regularly with the teaching staff and contribute to the development of the school. They are proud of what they achieve and enjoy reporting back to their classmates. The Council promotes a sense of belonging and of ownership. It is little wonder that Year 6 pupils say that they will be sorry to leave the school when the time comes. Pupils accept responsibility easily because it is what the school expects. All pupils are clear about right and wrong. The consistently good behaviour of almost all pupils is clear evidence that they recognise the difference. There are well-defined and clearly stated rewards and sanctions to reinforce good behaviour. A few parents are worried about bullying. The inspection team found no evidence of current bullying, but did see a very clear plan of action to deal with it, if and when it occurs. Pupils are confident that any help they need will be promptly given. Exclusions are seldom made and do not come from any particular group of pupils, but in the past year two pupils were excluded. A girl was permanently excluded and one boy temporarily.

11. Pupils with special needs and those not fluent in English have positive attitudes towards their work, their teachers and support staff. They are well regarded by their fellow pupils. Overall, pupils are very well supported. This boosts their self-esteem, which in turn improves learning. The inclusive nature of the school and the strong prevailing ethos of acceptance, allows pupils to feel safe and secure.
12. All adults work hard to ensure that Isleworth Town School is a well-ordered community that provides an undisturbed workplace, where pupils feel safe and secure. Pupils are valued equally. They are encouraged to express their own views and to develop their own interests in a sensitive, tolerant and friendly school.

Exclusions

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
Mixed – White and Black Caribbean	6	3	1

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is good. Teaching and learning are good overall, but assessment should be improved. The curriculum provided for pupils is good and is enriched well by music and extra activities. The school's commitment to equality of opportunity and inclusion of all of its pupils can clearly be seen. The care, guidance and support provided for pupils are good and the partnership between the school, parents and the community is good.

Teaching and learning

The quality of teaching and learning is good.

Main strengths and weaknesses

- Teaching is good throughout most of the school and in most subjects.
- There is a lot of very good teaching and some that is excellent.
- Teachers plan thoroughly and are well organised and prepared.
- Teachers work very effectively with support staff and other adults in their classrooms.
- Pupils understand that they are expected to work hard and what they are expected to learn.
- The school's commitment to equality of opportunity enhances pupils' learning.
- Although teachers' use of (ICT) is often good, they do not all use the computers in their rooms enough.
- Assessment can be improved.

Commentary

13. Teaching and learning are good overall. No unsatisfactory teaching was seen and more than two-thirds was good and better. In the Foundation Stage and at Key Stage 1 there is a great deal of good teaching and some that is very good, an excellent lesson was seen. In Years 3 to 6, teaching is good overall, with much that is very good. However, it varies in quality between years. There is consistently good and very good teaching in Year 5 and an excellent lesson was also seen, but in Year 6 it is mainly satisfactory. Teaching and learning in the various subjects are good overall. In English, although an outstanding lesson was seen, they

are mainly satisfactory. This is mainly because of a focus on targets for pupils to improve results in the national tests. The teaching of pupils with special educational needs and pupils for whom English is an additional language is consistently good and so they learn well.

14. Teaching is well planned and organised. Learning is explained to pupils who have targets to achieve and tasks are well organised and explained. This means pupils know what they have to do and why and this motivates them to work hard and behave well. There is a tendency to focus on the tasks to be completed at the expense of deepening pupils' understanding in some lessons: examples of this occur in some English lessons, despite the National Strategy being carefully followed. Lessons are often stimulating and resources used well so that pupils are keen to learn. The materials used and the topics studied frequently reflect the diverse cultures represented in the school community. The whole-school emphasis on inclusion of all pupils and respect for their cultural heritage is impressive and effective in enhancing their learning. The specific use of ICT, especially in the computer suite and with laptops in classrooms, is often very well planned and used and this too motivates pupils. However, the day-to-day use of the desktop computers in classrooms is inconsistent and overall they are not used enough. Support staff are effective, they are well briefed as the result of good planning and make a good contribution to the learning of the pupils they work with. Homework is consistently set, marked and followed up. It makes a good contribution to pupils' progress.
15. There are good procedures for assessing pupils' progress, and assessment is satisfactory, with some very good practice. Teachers know their pupils very well. Lessons begin with a recap and assessment of previous learning and go on to make clear what pupils are to learn and the tasks they have to complete. Lessons frequently end with a review of the learning taken place. Work is regularly marked, support staff complete assessment sheets in lessons and teachers evaluate the success of pupils' learning in their weekly planning. However, the sum total of all this hard work is not effective enough. There is good practice. Some teachers mark to pupils' targets and the learning planned for them and critically assess the skills and understanding of groups of pupils in their weekly assessments. However, there is a need for greater consistency and sharper focus to marking and weekly evaluations that will make assessment good across the school instead of being satisfactory. The exceptions are mainly writing, which is a whole-school priority and a target for each teacher, special needs and EAL, where assessments are good. The rest of the school's systems for assessing and reviewing pupils' progress, setting targets for them and giving additional help where it is needed are good and implemented well. Pupils know what is expected of them. The school's monitoring system is very good and focuses on the quality of teaching and learning. It has shown the need for greater consistency in day-to-day and week-to-week assessment and the way it is used. It is one of the improvements planned. Inspection confirms this is correct.

Summary of teaching observed during the inspection in 50 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (4 %)	8 (16 %)	25 (50 %)	15 (30 %)	0 (0 %)	0 (0%)	0 (0 %)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

16. Teachers plan well for individual special needs and carefully assess the progress of each pupil. Teachers have very positive attitudes and this markedly increases the self-esteem of the pupils, who are eager to show what they know and what they can do. Teachers help pupils to build up basic skills. In the classroom, pupils are well integrated and have good access to the curriculum. Consequently, pupils learn well and thrive on the personal attention they are given. They apply themselves to the task in hand and work well with other pupils. Support staff take careful note of pupils' progress and regularly discuss lesson plans with the class teacher.

Pupils with statements are well supported and maintain steady progress. Support staff are well trained to meet complex needs.

17. The specialist teaching of English as an additional language is consistently good. There are withdrawal groups for pupils newly arrived and those with greatest need. In these groups the content of the lessons is the same as in class and the sessions are planned with the class teachers. For example, Year 3 pupils in a withdrawal group are helped to improve their spoken and written English whilst continuing with work on history to do with rationing in the Second World War. The EAL teacher has the same resource materials as the class teacher. Teaching is uncompromisingly demanding: pupils are expected to keep up and answer questions in English and are given help to write as well. As a result they make good progress. In classrooms, EAL pupils are usually given effective help. Their progress is carefully assessed and recorded. Where possible, teachers team a less fluent speaker with a more fluent one, for example, a Brazilian boy with a boy from a Portuguese family.

The curriculum

Overall, curriculum provision is good. There is a wide range of opportunities for pupils to learn and consistent approaches to planning for them. Opportunities for enrichment are good and the school's accommodation and resources meet the needs of the curriculum effectively. The school's values for equality of opportunity are consistently reflected in what pupils do.

Main strengths and weaknesses

- Annual, termly and weekly planning based on schemes of work promote a good range of learning.
- Opportunities for curriculum enrichment are good.
- The topics studied and the materials used are consistently positive about the wide variety of cultures to which they refer.
- The extent to which pupils in the school participate in the arts is very good.
- The provision for personal, social and health education is good and aids the pupils' development well.
- Provision for pupils with special educational needs and those not fluent in English is good and results in good achievement.
- The school's accommodation and resources for teaching and learning have been significantly improved over the past two years and effectively support learning.

Commentary

18. The school keeps its curriculum under constant and effective review and implements changes well. Curriculum planning and schemes of work have been developed very systematically to ensure full access to a broad and balanced curriculum for all pupils. This is a good improvement since the previous inspection. Each subject is given an appropriate amount of time. Subject co-ordinators regularly monitor teachers' planning and give good feedback and advice to colleagues. This monitoring shows that planning does not always successfully ensure that the needs of higher-attaining pupils are met.
19. A good range of visitors, educational visits, extra-curricular clubs and special events give pupils lots of extra chances to learn. They are very effective in developing pupils' cultural awareness. The school's membership of the Education Action Zone has helped its work with artists and theatre groups within the local community and beyond and with work involving pupils in special projects. Teachers place good emphasis on intercultural themes within the classroom. For example, pupils in the Reception classes explore traditions related to Chinese New Year and experience at first hand a demonstration of the costumes, dance and cuisine involved. Successful events include a Book Week, involving a fancy dress parade of children dressed as characters from favourite books, and a regular 'Environment Week', during which pupils make musical instruments out of recyclable materials and participate in a 'walk to

school' initiative. Educational visits are regularly planned and enhance the quality of learning. Visitors are regularly invited to talk with pupils and to give demonstrations, such as the local librarian who talked with Year 2 pupils, and a group of students from a nearby secondary school who helped pupils in class. The environmental area is used effectively. There is a good range of extra-curricular clubs, including a chess club, French club and also a cookery club. Sport is also well represented and includes football led by staff from Brentford Football Club. Such initiatives enhance the profile of physical education in the school and opportunities for pupils to participate in team games are also provided.

20. The opportunities for pupils to participate in the arts are very good. Artists, poets and musicians are regular visitors to the school and teachers within the school offer their expertise in leading arts-based clubs. For example, the Asian Dance club is popular and the teaching is very effective. Pupils regularly experience opportunities to use what they learn at such clubs and perform to the school and beyond.
21. The provision for personal, social and health education is good and aids the pupils' development well. The curriculum for each week's lessons in this aspect of learning are well defined and pupils are regularly involved in considering relevant themes beyond the classroom. For example, pupil representatives from the school have recently been involved in a School Council area conference for all schools in the Education Action Zone.
22. Provision for special educational needs is good. It is enhanced by the skilled use of programmes in language and speech therapy. Good pastoral support is provided for pupils with behavioural difficulties. In Key Stage 2, after-school activities are open to all and pupils with special needs join in music, drama and sport. The spacious accommodation provides good spaces for small groups of pupils to concentrate on acquiring basic skills. Resources are good and computer programs are satisfactorily used to stimulate and enhance learning.
23. Provision for English as an additional language is good. Pupils are involved in lessons and when withdrawn for additional help they study the same content as their classmates. The resources and materials used are carefully chosen and relevant. As a result, pupils feel valued and join in the full range of activities. Work in art, music, religious education and on places studied in geography all show how well the curriculum content is planned. It is not just a multicultural approach: there are also dual language books and in many books people with ethnic minority backgrounds are shown in positive roles in Britain.
24. The school's accommodation and resources have been systematically improved. Significant changes include the ICT suite, resources room, group teaching room, special needs room, community room that is used for EAL, new interactive whiteboards and the enhancement of playground equipment. Good management decisions have been taken to ensure that the accommodation is well suited to the demands of the curriculum and the needs of the children. The school has a good number of teachers and support staff, which enables it to organise classes and support pupils well.

Care, guidance and support

Good care is taken of the pupils and good support, advice and guidance are given to help them develop into good citizens. The school is keen to seek the pupils' opinions and to act on them.

Main strengths and weaknesses

- Pastoral care is good and pupils receive good support from staff.
- Pupils' personal development is good because pupils are given good role models to follow and good opportunities to broaden their experiences of life.
- Pupils know their views matter and their contributions are valued.
- Assessment procedures are not used consistently throughout the school. This limits the guidance some teachers give to pupils on how to improve their work.

Commentary

25. The school breaks down many barriers to learning by establishing trusting and caring relationships between pupils and adults. Pupils have good opportunities to seek support from at least one adult in school whom they trust and who knows them well. Signals - for example, lateness, irregular attendance patterns or the frequency of visits to the medical room - are pulled together by vigilant staff and form part of the school's very good child protection procedures and very good anti-bullying strategies. Teachers act quickly on their concerns in establishing the facts, dealing with the problem and caring for those affected. Expectations of behaviour are high and rigorous procedures followed.
26. Pupils' achievement and effort are recognised and celebrated, helping develop the confidence they need to improve. The school's assessment procedures are good, but are not used consistently enough by all teachers to focus on improving pupils' progress. Pupils with special needs are given a high standard of care. Relationships are very good and provide a secure background for learning, especially where pupils have experienced instability. All adults know the pupils in their care well and know how best they learn. Pupils' who have special educational needs have their achievements monitored carefully in the classroom and detailed assessments of their progress in basic skills are easily and centrally accessible. As a result, they achieve well. Relationships with adults and other pupils are good. Those who are refugees and asylum seekers and have suffered traumatic times before coming to Britain are given particular help and support. The inclusive nature of the school is demonstrated by this good care and support. Pupils' progress is carefully and regularly monitored.
27. Six fully trained members of staff provide a very good level of first aid cover throughout the day. Pupils with medical needs are dealt with promptly and cared for with sensitivity, allowing them to quickly rejoin their class and focus on their learning. Good records are kept on all accidents and injuries and these are properly shared with parents and class teachers. The record forms a useful part of the good risk assessment procedures followed in school.
28. All incidents of racism or intolerance between individuals and groups of pupils are seen as very serious and everyone in school understands their duty to report and to combat them. Governors, staff, visitors and the pupils themselves provide positive role models. Pupils are quick to list the visitors in school who have impressed them, highlighting the talks given by a librarian and by a senior teacher from the nearby secondary school. Pupils praise the work of their school councillors.
29. Pupils are learning to look after themselves by making decisions about the level of care they expect from the school. Their views on school improvement are actively sought and regularly forwarded through class representatives to the School Council. Making a difference to the school is a great confidence booster. Pupils delight in seeing the ideas they have discussed at Council meetings turn into reality.

Partnership with parents, other schools and the community

The good attention given to this aspect of the school's work is reflected in the good links established with parents and other schools, and the very good links with the local community.

Main strengths and weaknesses

- Staff liaise effectively with parents and make every effort to resolve their concerns.
- The school is already doing well on the aspects a few parents would like to see improved. There is a very good range of procedures to deal with bullying and other unacceptable behaviour in school.
- Pupils benefit greatly from the worthwhile links made between the school and the local community.

Commentary

30. Parents are pleased that their children begin to form good relationships with their teachers before they start school through the carefully planned home visits made by the Nursery staff. Parents expect, and receive, prompt attention to the concerns they raise with teachers and have good opportunities to speak with staff in the playground at the end of the school day.
31. The headteacher and deputy headteacher's interviews with parents very effectively reinforce the expectations they have for pupils' academic and personal progress and their behaviour. Parents whose children have special educational needs are kept fully informed about their progress and are consulted about their Individual Education Plans. There are recent improvements in attendance and in pupils' personal and social development.
32. Reporting to parents is good. Annual reports show how pupils have progressed year on year. The accompanying text is evaluative and written in a way that makes it clear to parents what their children need to do to improve. The weekly newsletters are crammed full of information on what the pupils are learning alongside their views on what interests them most. As a result, parents show a keen interest in the day-to-day life of the school. Vacancies for parent governors are easily filled and the parents' association is a successful fund-raising organisation.
33. A few parents expressed concerns about the way the school deals with incidents of bullying. Their criticisms are unjustified. Detailed records are kept and staff implement a series of very good procedures on the first suspicion of bullying or racist behaviour and work hard to put a stop to it. This is the result of clear and firm leadership and the implementation of the school's aims.
34. The school has very good, close and co-operative links with a whole range of community-based groups and this has had a positive effect on the pupils' motivation to learn. Pupils are involved in a broad range of visits during the year covering sport and creative, environmental, community and artistic activities, and in doing so develop a host of talents and abilities of which they are justifiably proud. Membership of the Education Action Zone helps promote links with other schools.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management of the school are good. The leadership, including that of the headteacher, is good, and management is good. The governance of the school is satisfactory.

Main strengths and weaknesses

- The headteacher and deputy headteacher have a clear vision, high aspirations and a strong commitment to an ethos that includes all within the school community.
- School self-evaluation is comprehensive and highly accurate.
- There is a drive for improvement and a strong sense of direction.
- There are effective links between school improvement planning, performance management and the continuing professional development of all staff.
- Co-ordinators know what needs to be done in their subjects and are leading with enthusiasm and growing expertise.
- The leadership and management of the provision for SEN and EAL are good.
- Financial control is good.
- The school is effectively managed and runs smoothly.

Commentary

35. The headteacher provides good leadership. The strongest feature of the headteacher's leadership is his effectiveness in creating a committed staff team who all feel their contribution is valued. He works effectively with the deputy headteacher. They analyse the needs of the school very carefully and are engaged in the process of making significant changes and improvements. Their shared vision, sense of purpose and high aspirations provide the driving force for school improvement. As a result, staff share a common purpose and are supported in making an effective contribution to the school's goals and values.
36. The deputy headteacher has a key role in leading colleagues to make improvements to curriculum provision across the school and in ensuring the effectiveness of the work of the senior management team and subject co-ordinators.
37. The governing body ensures that the school meets its statutory responsibilities and has clear aims and policies. It sets the overall direction for the school. In partnership with the senior management team, governors work hard and effectively to involve pupils, parents, all staff and the local community in creating and sustaining a very positive ethos of inclusion within the school. Some governors are relatively new to their role and a reorganisation of the working structures is being undertaken. Governors are involved in the life of the school and regularly review performance data to monitor the school's work.
38. The school self-evaluation, completed before the inspection, closely matches the judgements in almost all areas of the inspection. This is testament to the skills of the headteacher and deputy headteacher in analysing performance data about the school and ensuring that internal systems for evidence gathering and evaluation are rigorous. The school analyses national assessment data to improve its performance and to compare it with that of other schools locally and nationally. The progress of individual pupils is monitored carefully and the achievement of different groups of pupils, including those from ethnic minority backgrounds, is rigorously assessed. The school effectively monitors teaching and uses help from the LEA. This identifies the key aspects for development and closely informs the school improvement planning process. Planning is regularly monitored and staff analyse and evaluate pupils' work effectively to plan for improvement. The school is very well aware of its strengths and weaknesses. The senior management team is becoming increasingly involved in the self-evaluation process. Improvement issues are regularly discussed at team and whole staff meetings.
39. The school improvement plan is directly based on this regular analysis of the school's performance and the progress of groups of pupils. It focuses on improving pupils' standards of attainment, particularly in the core subjects of English and mathematics, which are the key priorities for the school. Improvement planning is detailed and sets out specific actions for improvement, roles, responsibilities and the arrangements for monitoring and evaluating at each stage of development. Teachers have individual targets, and these are directly linked to the improvements planned and progress is monitored. Staff training and development are carefully planned and linked to teachers' individual needs in meeting the school's improvement aims. Training is effectively supporting the changes being made and the quality of teaching. External expertise is sought and used well.
40. The role of the subject co-ordinators is developing well and all have regular time to undertake monitoring and evaluation of performance. Those inexperienced in monitoring are given effective support from the headteacher and deputy headteacher. Newly qualified teachers and co-ordinators new to their roles receive effective help. The monitoring is effective in implementing the many changes being made and in focusing on the quality of teaching.

41. The leadership and management of special needs are good. The knowledge, commitment and organisational skills of the special educational needs co-ordinator, strongly supported by the deputy headteacher, are the foundation for good provision in special needs. Support staff are well deployed and make a good contribution to pupils' learning and personal development. The school has maintained good provision for pupils with special educational needs since the previous inspection.
42. The two specialist teachers of EAL provide good leadership and management. They help class teachers, plan with them, give practical ideas for work in the classroom and on how classroom assistants can help, advise on resources and review progress very carefully and regularly. EAL is represented on the senior management team by the deputy headteacher, and the specialist teachers comment that they are valued and receive very good support and that the school spends additional funds on EAL. This expenditure is over and above the grant received and is in response to requests from the class teachers for additional help, but the requests have to be justified to ensure they are based on pupils' needs.
43. Financial management and administration are good. Governors now plan well ahead, which is an improvement since the previous inspection. The priorities in the school improvement plan guide the setting of the budget, which is carefully monitored throughout the year. Long-term priorities are now planned to 2006 and costs have been fully established. The school is successful in securing grants and these have been used well in the improvements made. The leadership of the school ensures membership of the Education Action Zone is used well by the school and pupils benefit as a result. The school uses an independent bursary service and has very efficient systems for financial control. Senior staff and governors are kept well informed from month to month. As a result, there are appropriate staffing and resources. The senior management and governing body ensure they get best value when drawing up plans for key improvement projects such as the development of the ICT suite. The school's management and administrative systems ensure it runs smoothly and there are good up-to-date and relevant data on which to base decisions.
44. Expenditure per pupil is higher than the national average, but in line with the average for primary schools in London boroughs.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	1,127,312
Total expenditure	1,160,213
Expenditure per pupil	2,553

Balances (£)	
Balance from previous year	71,140
Balance carried forward to the next	38,239

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision for the children in the Foundation Stage is **good**.

45. The children in the Nursery and Reception classes receive a good start to their education and teaching is mostly good in all areas. The Foundation Stage is well managed. Nursery nurses work very well with the teachers and make a strong contribution to children's development. Good quality planning and assessment of children's development systems are effective. There is good liaison between the Nursery and the Reception classes. The majority of the children in the Nursery go on to the school's Reception class. In previous years, standards on entry were assessed as being about average. In the current year there is a broad spectrum of ability and overall the children are slightly below average. Emotional problems affect the progress of a number of children. Many have speech and language difficulties on entry to the Nursery, but most have progressed well by the time they enter Reception. By the time they move into Year 1 a good percentage of the pupils will have achieved the Early Learning Goals in all six areas of the Foundation Stage curriculum or be close to doing so. Some more able pupils are working within the early stages of the National Curriculum. This is similar to the previous inspection.

Personal, social and emotional development

Provision in personal, social and emotional development is **good**.

Main strengths and weaknesses

- Children are developing their levels of personal independence well.
- They are developing a good ability to work independently and collaboratively.
- They concentrate for longer periods as they settle and become confident.

Commentary

46. The children quickly develop their confidence and establish good relationships with one another, the class teachers and the Nursery nurses. They generally behave well and are encouraged to be considerate of others. They are developing good personal independence and most can change for physical education unaided. The teachers are enthusiastic; they capture and sustain children's interest and attention. Good planning of a range of exciting and interesting activities ensures that concentration is fostered and maintained well. All the children receive plenty of praise and encouragement that is effective in building up their self-esteem and confidence. They experience a wide range of activities associated with other religions and cultures, such as Diwali and the Chinese New Year, as well as traditional British events and festivals.

Communication, language and literacy

Provision in communication, language and literacy is **satisfactory**.

Main strengths and weaknesses

- The children's emergent writing is promoted well.
- Their speaking and listening skills are fostered effectively.
- Early reading skills are encouraged well.

Commentary

47. Good opportunities are provided for children to extend their speaking skills through all areas of learning. When they enter the Nursery, a number of children have limited speaking skills. Sensitive adult help encourages them to talk about what they are doing. The children, when listening to stories, join in enthusiastically with the repetitive phrases. In Reception writing is encouraged effectively through many activities and the children are proud of their ability. They are eager to show that they can write their names and some simple words. For most, reading ability is in its early stages but it is encouraged well, for example, through guided group reading and by children taking home words to learn. All the children have a reading book and a few are beginning to read. All the classrooms have a good range of picture books, which are accessible to the children. Good use is made of computers in the classroom, and in the computer suite, to support children's early reading and writing skills.

Mathematical development

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Children count with confidence.
- Their emerging skills are used across a good range of activities.
- Their mathematical vocabulary is developing well.

Commentary

48. The children are making good progress in their early understanding of number, shape and measure. Children in the Nursery played a counting game with 'Five Little Snowmen' and some were able to do simple calculations when working out how many were left. Games and puzzles, specifically designed to support early understanding of number, are used. The staff use resources effectively to support number work and children are enthusiastic about their lessons. Their use of mathematical vocabulary is developing well, fostered by adult support in varied activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Children have good opportunities to explore and learn about their world in the classroom, outdoors and further afield.

Commentary

49. Children make good progress in this area of learning because they have plenty of opportunities to experience a wide range of activities. There is a wide range of visitors to the school, as well as visits to the local area and a town farm. Children are curious and interested in the activities presented to them, and make gains in their learning. They quickly learn to use computers and are developing good control of the mouse. The children learn more about their world by observing, handling and discussing a variety of objects. For example, they examined and tasted a range of different breads from around the world before making their own. Such activities are used well to extend the children's vocabulary as they describe what they see and experience.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Children have good opportunities to develop their physical skills on a range of large exercise equipment.
- They are developing their expertise in the use of pencils, scissors and other small tools.

Commentary

50. Children in the Nursery and in Reception have almost continuous access to secure outdoor areas adjacent to their classrooms. They are used as often as possible and have quite a lot of equipment. There are regular sessions in the school hall for gymnastics and dance. Physical education sessions are used to develop children's large muscle skills and co-ordination and good use is made of the sessions in the school hall. Children were seen using different parts of their bodies to balance and move. Fine motor movements are developed through the use of pencils, brushes, scissors, and small construction apparatus. Children have good opportunities to manipulate a range of small equipment and extend their skills.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children have plenty of opportunities for imaginative play in inventive situations.
- They have access to a range of resources for creative work encouraging free choice and independence.

Commentary

51. Children have lots of chances to develop their creativity. Planning of this area is well thought out, giving children a good range of artistic experiences. They use a wide variety of pencils, paints and collage to create images. Many examples of children's work were on display. These show that the children have used many different techniques and media. They handle clay and play-dough and use a variety of tools to create different effects, such as making snowmen from white play-dough. They learn to sing a number of songs and rhymes, and are given opportunities to listen to music as well as playing percussion instruments. They have many good opportunities to use their imagination, and role-play areas and home corners incorporate inventive ideas such as a 'Concert Hall' and a 'Winter Wonderland'.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- A high priority is given by the school to improving writing.
- Pupils have challenging targets and know what they are and how well they are doing.
- There is good use of ICT to help pupils learn.
- Effective help is given to pupils with special educational needs and pupils not fluent in English.
- There are many and consistently good opportunities for pupils to listen and speak well.
- There is too much emphasis on working hard and getting the tasks completed at the expense of getting pupils to think hard.
- Older pupils need to have a better understanding of how to use libraries.
- Standards achieved by pupils by the end of Year 6 need to improve.

Commentary

52. Standards seen during the inspection in Year 2 are in line with the national average. Pupils are making good progress and are achieving well. In the national tests for 2003, pupils' results were well below the national average for reading and writing. This is a sharp drop compared with the previous year when they were above the national average and for two years before that were in line with it. When the results in 2003 are compared with those of similar schools, they are below them for reading and well below for writing. The results for 2004 are likely to be far higher.
53. Standards seen during the inspection in Year 6 are a little below the national average. However, pupils' achievement is satisfactory and almost all are on track to meet the demanding targets set for them. A few have very challenging targets they will do well to meet. In the national tests for 2003, the results were well below the national average and below those of similar schools. Like the results for Key Stage 1, this was a sharp drop, as for the previous two years they had matched the national average. Despite the sudden fall in standards in 2003, the number of pupils who attained the higher levels was very close to the national average. Current standards are lower than at the time of the previous inspection.
54. The results for 2004 are likely to be higher, although not quite up to the national average. This is not a cause for concern as pupils' achievement is sound. More able pupils, about a quarter, should achieve higher levels. A third of pupils have special educational needs, which is twice as high as the average for the school. A few are not fluent in English and some are recent arrivals at the school. The progress being made is satisfactory, even though some of these pupils will not attain the national average.
55. Pupils in Year 2 are good listeners and most are confident speakers. They are given many opportunities in class and in assemblies to become careful listeners. The school emphasis on music helps. Pupils in Year 1 described with confidence how their moving pictures work and in Year 2 pupils read their poems with pride.
56. Pupils read regularly at school and at home. By the end of Year 2 reading standards are about average for most pupils, who are confident and making good progress. More able pupils are confident and fluent readers. A few, who are not fluent in English or have special educational needs, are below the national average. They are given good help, are making progress and like reading. As a result of good teaching, pupils have a good range of reading skills and will split up words and use the sounds of letters and pictures to help them with words they do not know. They can discuss what they read and talk about the story and the characters in it.

57. Most pupils in Year 2 usually write at a standard in line with the national average. Most pupils write using full stops and capital letters and spell straightforward words accurately. Their handwriting is legible and their work shows it is improving. Pupils can read back what have written, are clear about what they mean and, particularly in their poetry, they are using words imaginatively. Pupils who need help with writing are given good support, just as they are with their reading.
58. Pupils in Year 6 are good listeners and many are confident speakers. In addition to the direct teaching in lessons and discussions at the end about the learning, pupils listen very well in assemblies. As with younger pupils, the school emphasis on music helps. Good examples were seen of sensitive listening and talking during religious education, personal, social and health education lessons and in thoughtful explanations of the results of science experiments. Pupils report that they are nervous about giving presentations to the whole school especially with parents present in assemblies, but that they enjoy the sense of purpose and achievement afterwards. Year 6 pupils show maturity and good skills when they take responsibility for running the school office at lunch-times, taking telephone messages and being the first point of contact for personal callers.
59. Some pupils in Year 6 are accomplished readers. They read regularly for enjoyment and can also use books to quickly get the information they want. They have favourite books and authors and give good reasons for their choices, commenting on story lines and characters. The majority of pupils can read accurately with good understanding and most can find information in books. They can often work out words they do not know from the context, make intelligent guesses and sometimes split up words and use the sounds of letters. Sadly, not all pupils read at home regularly and a few lack confidence, even though they are given regular help at school. Most pupils can use books to get the information they want and a majority know about how library systems work. However, this knowledge is not secure for most and is not the result of systematic teaching in school.
60. Pupils' writing in Year 6 is not as good as their reading. About a quarter are good writers, who respond very well to the challenging targets set. They are developing their ideas and writing long sentences in legible handwriting. Around half of the pupils are writing with mostly accurate spellings and grammar and have begun to express their ideas for different purposes. They write satisfactorily in other subjects such as history and religious education; and to carefully note the outcomes of experiments in science. The remainder receive good help and are making satisfactory progress, especially with the technical aspects of writing. However, they are not developing arguments and themes or experimenting with words.
61. Teaching in both key stages is satisfactory overall, but one outstanding lesson was seen. This lesson enthused Year 2 pupils as poets, gave them excellent stimulation, was superbly organised and made full use of computers and extra adults in the classroom. Very good quality work was demanded; the pace was relentless and so pupils worked very hard and were proud to be poets by the end of the lesson. The other lessons seen were satisfactory. The National Strategy for Literacy is followed closely, lessons are well organised, computers used appropriately and additional adults make good contributions, especially in helping pupils with special needs and those not fluent in English. There is effective direct teaching of the whole class and then with particular groups. Pupils know what they are expected to learn, what they have to do and the targets they have to achieve. Teachers carefully assess pupils' progress and the pupils know how well they are doing and complete their homework. As a result, pupils complete their work and make sound progress.

62. Leadership and management are satisfactory. The co-ordinator is new to the school and receives good support from the deputy headteacher. All teachers have a common target for improving writing and there are detailed arrangements with time allowed for monitoring progress. Booster classes are planned and will be used to give specific help to particular groups of pupils to help them meet their targets. Teachers have also had recent training and more is planned.

Language and literacy across the curriculum

63. Pupils use their skills of speaking and listening and reading to good effect in other subjects. There is also much application of writing skills in other subjects, notably in history and religious education, but also in science using correct terminology to document experiments and their outcomes.

An English lesson in Year 2 that enthused pupils about poetry.

An excellent lesson which showed that the Literacy Strategy need not be boring or formulaic. The pace was relentless throughout, the demands made on all pupils and the three adult helpers were very high – and they all enjoyed it. By the end of the lesson pupils were proud to be poets and took risks in using words. Somehow the teacher managed to let the member of the School Council proudly report back on the latest meeting, recap on previous lessons, tell pupils what they were going to learn and do and play a favourite word game before whisking them off to the computer suite. Here they sat transfixed at the presentation of a poem that fascinated and repelled them at the same time. The choice of poem was spot on. They hardly seemed to notice when teaching points were made and the presentation stopped and started. They took it all in and all worked with gusto when they got back to the classroom. They helped each other, used the laptops and the PC and were helped very well by three adults. The teacher managed to work with a group, intervene to give praise, make teaching points and keep up the relentless pace of the lesson. Far from being exhausted, the pupils loved it and the poetry too. They produced some very good writing and imaginative use of words in their poems – not surprising really.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- The quality of teaching is good.
- There are high expectations of work and behaviour.
- There is good quality leadership coupled with a shared commitment to raise standards.
- All pupils have achievable targets and they know what they are.
- There is unsatisfactory behaviour of a few pupils in Year 6, which impairs learning.
- There is inconsistent use of information and communication technology to support and enhance learning.

Commentary

64. Pupils in Year 2 attain standards that are in line with the national averages. They make good progress and achieve well. In the national tests for 2003, pupils' average points score was below the national average, but in line with that of similar schools. However, the number of pupils attaining Level 2 and above was just above the national average. In the previous two years test results were above or in line with the national results.
65. Pupils in Year 6 attain standards that are marginally below national averages, a similar result to that of the 2003 national tests, although they were in line with the results of similar schools. The high incidence of pupils with learning difficulties and the movement of pupils in and out of the school are contributory factors to below average attainment. In the previous four years, test results were above or in line with national averages and, in 2002, well above those of similar schools. There is strong evidence to suggest that the decline in results is only a temporary feature. Pupils' achievement is sound.

66. By the end of Year 2, most pupils count, order, add and subtract numbers to at least twenty, but some pupils have difficulty in mentally recalling the number bonds. In one class, pupils use individual remote controls and computers to demonstrate their knowledge of doubling and halving, which stimulates a high degree of interest and excitement. Pupils know the names of common 2D and 3D shapes and accurately count edges, corners and sides. Pupils understand the basic units of the metric system and most select the correct units for measuring the length of familiar classroom objects.
67. By the end of Year 6, pupils are satisfactorily prepared for secondary school mathematics. They are reasonably secure in their use of number. They know about prime numbers, factors and multiples. They know how to collect and organise data and, for example, produce a bar chart and a pictogram to illustrate the favourite pets of the class. In the most demanding lesson seen, pupils used a computer program to determine the arrival in local time of the Concorde in New York. Pupils in Year 6 grapple gamely with the translation of shapes, but have difficulty comprehending the movement of negative coordinates.
68. Teaching in both key stages is good overall. Teachers new to Year 6 classes are not wholly familiar with the needs of all pupils and the levels at which they are working. This will improve as the year progresses. The best teaching is bright, challenging, ambitious and stimulating. Teachers share the learning intentions with the pupils and check what pupils know at the end of the lesson, thus providing a starting point for the next. Open questions are used well to stimulate thought and pupils are given plenty of time to answer. Support staff provide good support to pupils with learning difficulties and English as an additional language and this helps them to progress.
69. In all lessons, relationships are good and are usually good-natured. Occasionally, a few pupils in Year 6 do not behave well and learn less than they should. Most pupils are eager to learn. They know their personal targets and are pleased when they attain them. Pupils are very attentive and respond well to each new challenge. Teachers assess the pupils' overall progress well. A year-on-year tracking system is developing well so that teachers may see exactly what progress pupils are making over time. Relationships are usually very good and are a key to good learning.
70. Leadership and management are good. Teaching and learning are monitored and good practice is shared. Unit plans have been introduced in Years 4–6 and this has provided a sharper focus for learning and progress. Teachers have been on training courses to refresh skills and to develop a wider understanding of the mathematics curriculum. The National Strategy for Numeracy is consistently implemented. Since the last inspection, standards have risen and the results of 2003 are regarded as a temporary setback only. Computer programs are in more frequent use to support learning, although greater consistency would have beneficial effects on learning.

Numeracy across the curriculum

71. Pupils use numeracy skills in other subjects satisfactorily, although an overall plan is needed to ensure that pupils derive maximum benefit. In history, a timeline is used to plot historical events, and in geography, pupils use their knowledge of coordinates to read maps. Pupils are able to access and read a database on the computer, and in science, pupils measure the angle of reflection of a beam of light. In art, pupils draw reflecting and repeating Rangoli patterns and make computer patterns in the style of Piet Mondrian.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- The strong attention given to scientific enquiry – investigation and practical experiments – really enthuses pupils, and gives good support to their understanding.
- The support given to SEN and EAL pupils is effective.
- The revised curricular planning for the subject has had a positive impact on teaching.
- The standards reached by Year 6 are below the national average.
- In some lessons, teachers' expectations of pupils could be higher, particularly for the more able pupils.

Commentary

72. The standards seen in science were in line with the national average in Year 2 and below it in Year 6. Achievement is good in Years 1 to 5 and satisfactory in Year 6, where teaching is less effective. These judgements reflect the recent drop in standards in Year 6. Standards in pupils' practical work have risen and are now slightly above the standards in their knowledge and understanding of science. The opportunities that pupils have to undertake regular practical enquiry work has had a positive effect on their attitudes to science. The emerging links between science and other subjects such as information and communication technology and literacy are beginning to enable pupils to find out more about the science themes under investigation.
73. Teachers throughout the school encourage the pupils to investigate and think about science in an enquiring way. This now underpins children's learning about the key scientific themes being learnt this year and pupils very much enjoy science. Pupils are taught all elements of the subject and most pupils are making good progress in their understanding of life processes and physical processes such as electricity. Pupils in Year 2 are able to identify how to ensure electrical circuits work and understand what plants and animals need in order to survive. They have also written very clearly about the effects of exercise on the human body. Pupils are also encouraged to consider why things happen and this makes the more able think hard. An analysis of pupils' work in Year 6 shows that the skills of selecting and presenting information are being developed, the notion of a fair test has been explored and pupils are taught a broad science curriculum. However, expectations are not always high enough. Opportunities for extending and deepening the pupils' learning, for instance, by taking responsibility for undertaking personal research, are not always taken.
74. In the lessons seen in both key stages teaching was good overall and ranged from satisfactory to very good. Where teaching is very good, pupils are constantly challenged through very effective open-ended questioning and detailed explanations. The climate for learning is very positive and children are continually expected to evaluate their work against the agreed success criteria for the lesson. Classroom management is very well organised and attitudes to study very disciplined, with total silence often expected when reflection is required. Where lessons are less successful, teachers' assessment of the level of individual pupils' understanding is insufficiently focused and leads to a lack of challenge for the higher-attaining pupils. A consistent and effective format for planning scientific enquiry is used for all classes and this results in increased teacher confidence and subject knowledge. Pupils with special educational needs and those not fluent in English are supported well.
75. The co-ordinator provides good leadership and manages the subject well. The significant strengths are the revised curricular planning for the subject and the emphasis placed on scientific enquiry through training and support for teachers. Planning is carefully monitored and good feedback and advice offered to staff. The subject scheme of work has been

improved and now ensures a broad and balanced curriculum and promotes progress in learning well. Opportunities for links between science and other subjects, particularly information and communication technology, are carefully audited and are developing well. The co-ordinator has introduced a system for ensuring regular assessments of attainment, although monitoring of pupils' progress is not embedded into current practice.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- Standards in ICT have risen and are now average in both Year 2 and Year 6.
- Good subject leadership has led to a marked improvement in resources and staff expertise.
- Direct teaching of ICT skills is good.
- Good use is made of other ICT applications, such as the digital camera to support learning.
- The integration of ICT into teaching and learning within the classroom needs further development.

Commentary

76. By Year 6 pupils' ICT skills are average. This is very good improvement since the last inspection when standards in Year 6 were well below average. In the direct teaching sessions seen in both key stages, good teaching enables pupils to achieve well. An analysis of pupils' work in Year 2 shows that pupils are able to use ICT to generate and organise their own ideas. Work with graphics programs shows that pupils are able to select colours, and use different types of 'paintbrush' independently and with control. They work on their typing skills when word-processing and learn how to adapt and improve their work. The work of pupils in Year 4 shows progress in learning skills. When word processing, pupils in Year 4 use skills such as spell checking and functions for highlighting, copying, cutting and pasting text effectively. Pupils in Year 5 learn how to frame questions carefully when interrogating information databases. By Year 6, pupils learn to create multi-media presentations about their own lives, their hobbies and interests. They also use desktop publishing tools successfully in creating and arranging newspaper 'front page' headlines, text and related images.
77. In the lessons seen teachers' own specialist subject knowledge is used well to give clear succinct explanations and demonstrations using the digital projector. Good use of questioning results in pupils being involved and there is a brisk pace to the learning. The direct teaching of ICT skills is good. The ICT suite and its facilities, including a digital multi-media projector and interactive whiteboard, raise the profile of the subject and enable teachers to demonstrate to the whole class. Lessons are well planned and organised. Instructions to pupils are very clear and questioning helps pupils increase their understanding well. Pupils not fluent in English, those with special educational needs and those less confident in their learning receive help from teachers and support staff and so make good progress. The management of pupils' time in the ICT suite is good. However, as pupils work in pairs on each computer, opportunities for discussion and shared self-evaluation are sometimes overlooked. Pupils' attitudes to learning are very good and the new technology has done much to enthuse and inspire their learning.
78. The long-term planning for the subject and the development of the school's scheme of work for ICT are having a positive impact on learning and the range of ICT equipment pupils use continues to widen. For instance, planning ensures that opportunities are offered to pupils to use simple spreadsheets, simulation programs and control technology. During the inspection, a range of ICT applications was being deployed across the school in order to support and enhance pupils' learning. Digital photography is used well in many different ways, such as to enable pupils in Reception to have their work recorded during games lessons in PE to use as part of their topic on Time. In Year 6, electronic devices such as 'alpha-smart' portable word

processors are being used effectively to support pupils with their core subject skills such as writing and are an important tool in the school's strategy to support less confident pupils in their learning.

79. The integration of ICT into teaching and learning within the classroom needs to improve. There is good practice, such as the use of a pupil-dedicated Internet research system which provides multi-media presentations to support learning such as Islamic Art. The three interactive whiteboards are used well by staff to enhance teaching in other subjects, to provide high quality visual resources and to increase the interaction between teachers and pupils.
80. There has been a marked improvement over time in resources and staff expertise. Since the last inspection the school has used national funding well to ensure resources for the subject have been improved and staff confidence and expertise developed through training. The new ICT computer suite and the purchase of the latest technology in hardware and software are being successful and the school has good capacity to improve further. The membership of the Education Action Zone has been a great help. The subject co-ordinator and senior management team lead and manage effectively by ensuring a coherent strategy for curriculum planning, subject timetabling and resource development. As a result, standards have risen well since the last inspection.

Information and communication technology across the curriculum

81. Class teachers are encouraged to identify and plan links between ICT and other curriculum subjects. They have time in the ICT suite for teaching other subjects and subject co-ordinators audit term-by-term planning to ensure ICT is used in other subjects. The computers in the classrooms are not used consistently enough during ordinary classroom lessons. This is not impeding the acquisition of ICT skills, but it is slowing the pace of the integration of ICT into day-to-day work.

HUMANITIES

Four religious education lessons and three history lessons were seen, but none in geography. Inspectors attended assemblies and looked at samples of pupils' work and talked with them.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- Pupils are interested and involved as the result of teachers' inventive use of resources and activities.
- In the three history observed lessons, teaching was of good or very good quality.
- Marking should be improved.

Commentary

82. Work scrutinised in a sample of books shows little evidence of pupils' original work. Work is marked regularly, but there is a lack of comment to help pupils understand how their work could be improved and developed. However, lessons observed in both key stages indicate that teaching is strong and so pupils' work and understanding reflect this and their achievement is satisfactory overall. Standards in history are in line with expectations at both key stages. This is similar to the finding of the previous inspection.
83. Planning is satisfactory and teachers cover a good range of topics. Pupils have plenty of opportunity to extend their research skills and apply their knowledge. Pupils in Year 2 are very

interested in eyewitness accounts of the Great Fire of London and work with great enthusiasm using the parchments and quill pens provided to write their own diary of events. In Year 3, the teacher's careful preparation by bringing in real examples of amounts of food very effectively caught pupils' interest. Pupils can compare the foods available under rationing during the Second World War with their experiences now and give good reasons for the differences. Pupils in Year 5 are learning about how the Aztecs used pictograms, or glyphs, in their writing. They have good understanding of the difficulties associated with this particular form of writing and enjoyed games and activities that reinforced the points being made. Those of higher ability use their research skills and prior knowledge well. Pupils enjoy history and work hard.

84. The teaching and learning seen was good in one lesson and very good in the other two. Sound leadership and management result in inventive uses of resources that capture and sustain pupils' interest. Pupils are involved well in discussions and teachers take care to seek their views and involve all pupils. Computers are used well as a part of history lessons and pupils with special needs and those not fluent in English are given effective help.

Religious Education

The provision in religious education is **good**.

Main strengths and weaknesses

- There is a well-planned multi-faith approach to the teaching of religious education.
- There is sensitive use of pupils' knowledge and experience.
- There are a good selection of resources that help pupils to learn.
- There is a positive approach of teachers and pupils' responses are good.
- There is a need to assess and record pupils' progress as a guide to lesson planning.

Commentary

85. By Year 2 and Year 6, pupils' attainment in religious education matches the requirements of the locally agreed syllabus. The sensitive use made of pupils' knowledge and experience of religion is better than that normally found. In turn, this contributes significantly to pupils' personal development. Pupils are taught from the standpoint of a broad multi-faith perspective. By Year 6, pupils are beginning to understand and respect the role that religion plays in the culture of different countries. They are also aware of similarities between religions.
86. Pupils, including those with learning difficulties and those for whom English is an additional language, make good progress in learning and most achieve well. Many pupils have personal experiences of religion that they are pleased to bring to class discussions. Assembly themes and displays of pupils' work around the school support teaching and learning. There is, for example, an excellent display of the Hindu festival of Diwali and the greetings cards that accompany it.
87. Pupils in Year 2 learn about the importance of light in the *puja*, a form of personal worship for Hindus, and link this with the importance of light in Christian festivals. They see and handle a wide range of Hindu artefacts and light an incense stick. The computer is used to help pupils to compose simple Hindu sentences. Pupils in Year 5 study the flight of Mary and Joseph into Egypt and gain a strong impression of the feelings associated with such a journey. Pupils follow the words of the hymn 'Lullay, Lullay' and this provides a special moment in their

learning. In Year 6, Muslim pupils read from the Qur'an in Arabic and, in an open and spontaneous way, discuss their beliefs and experiences with classmates. Pupils offer each other mutual respect in this interchange.

88. The quality of teaching in both key stages is never less than satisfactory, and it is often good or better. One lesson seen was excellent. In this lesson the teacher had planned with great care and was sensitive to the needs of all the pupils. The teacher made a very skilful introduction to feelings of jealousy and fearfulness, which encouraged pupils to be open and honest with their own feelings. In all lessons pupils are managed well and relationships are good. Pupils are confident enough to say what they think. They listen to each other well, because they are expected to. Teachers provide a good climate for learning. They are aware of what the pupils know, understand and can do, but a planned system of assessment would provide a stronger basis for planning lessons.
89. The subject is enthusiastically led and well managed. Teachers' plans are monitored, which helps to ensure consistency in teaching. The forward plan for the subject is appropriate and includes better assessment and more visits to places of worship. Resources are good and their careful use makes a good contribution to learning.

A religious education lesson that captured pupils' attention and enhanced their learning.

An excellent lesson in Year 5 was a stunning example of how a religious education lesson can be compellingly enhanced with resources readily available in school. After spending a few minutes recounting the sad tale of Herod's decision to kill all the first-born male children, the pupils began to relate this to their own experiences of fearfulness and jealousy. The teacher drew the class towards a wall display depicting the Christmas story and in particular a painting showing Mary and Joseph on their Flight to Egypt. Candles were lit to the uplifting sounds and reflective vocals of the 'The Coventry Carol'. Without a word being said, the pupils followed the lyrics on the overhead projector, immersed in an atmosphere that was both contemplative and meditative. They heard, read, visualised and felt what Mary sang to her child. Even those with challenging behaviour were totally captivated by this. The lesson was very successful in stimulating pupils' enthusiasm, so much so that the pupils set about their writing knowing exactly the feelings they wanted to portray. Settling down quickly, they began to compose diary entries in the role of Mary or Joseph. They found interesting parallels with religion from their own experiences. Clearly the episode captured their attention and successfully motivated them. At the end of the lesson, the whole class applauded the outstanding work of a boy who usually had great difficulty putting pen to paper.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

For music, design and technology and physical education, inspectors saw three lessons for each subject. In addition they attended clubs and assemblies, looked at pupils work and talked with them about it. No lessons were seen in art and design, but the extensive displays in classrooms and the public areas of the school were studied.

Art and design

Commentary

90. Scrutiny of pupils' varied artwork shows that standards are at expected levels by the end of both key stages. This is similar to the finding of the previous inspection. The work clearly shows that pupils develop their skills and use a wide variety of different techniques and different materials. By the time they are in Year 6 pupils are accurately producing still life images and skilfully use colour and shade. The work of famous artists is consistently used to inspire pupils' work and demonstrate different techniques and styles. Computers are used often and art from many cultures is studied.

Design and technology

Provision in design and technology is **good**.

Main strengths and weaknesses

- Teaching and subject co-ordination have improved since the last inspection.
- The planning for, and delivery of, subject skills teaching are good.
- Pupils' attitudes to the subject are good.

Commentary

91. On the basis of the lessons seen and the analysis of pupils' work, standards in design technology are in line with expectations in both Year 2 and Year 6. Achievement is good in all year groups as a result of good teaching. Pupils in Years 1 and 2 can make good plans and sketches of what they want to make. Planning for the subject shows that a broad and balanced range of learning opportunities has been organised and that the learning of key skills is the focus. In each class, pupils are taken through a process in design and technology so that they are able to research and rehearse key design and making skills first, before planning and creating sketches. Teachers are confident in demonstrating the key skills and pupils are developing accuracy in their use of tools and techniques. Pupils in Year 5 are able to identify improvements that might be made to their work as they review the musical instruments they have made against a set of success criteria agreed together. Teachers use good questioning to elicit more detailed reasoning from pupils as to whether the finished work reflects the intended designs and meets the needs of the intended user. Pupils' attitudes to the subject are very positive. They attend to the making tasks productively and evaluate designs thoughtfully when invited to do so. The subject is well led and managed.

Music

Provision in music is **good**.

Main strengths and weaknesses

- There is a high standard of performance in singing and instrumental work.
- There are opportunities to listen to and understand music from around the world.
- There is a good contribution made by music to the corporate life of the school.
- There is a need to plan for a written record of pupils' work in addition to graphic scores.

Commentary

92. By Year 2 and Year 6, pupils' attainment, overall, matches the national expectation. The quality of singing is above that usually heard. In assembly and in singing practices, the quality of singing is very good. Pupils sing well and with great enjoyment. They sing in time and with good expression. They sing rhythmically and at a good tempo. Pupils also listen well to music, which is a habit developed during their time in the school. Music is played as pupils enter assembly and they are asked a series of searching questions about what they have heard. All are eager to answer and many can recall music they have heard previously.
93. Pupils with learning difficulties and those for whom English is an additional language are well supported and take a full and active part in all lessons. Music is entirely inclusive and embraces the whole school. Most pupils make good progress and achieve well. In the process, they listen to and make music from many parts of the world. In this way music contributes significantly to pupils' personal development. The performance of individual pupils, vocal or instrumental, compares well with the best that is found in primary schools.

94. By Year 2, pupils sing a variety of songs and play simple pieces on percussion instruments that show a good awareness of pulse. Many pupils learn to play the recorder and acquire a basic understanding of musical notation. Pupils listen well to all kinds of music and recognise patterns and changes in tempo and rhythm. They understand that music can create an atmosphere and are fascinated by taped recordings of their own group compositions.
95. By Year 6, pupils know about the forms that music can take in different parts of the world. For example, they study the Hindu *raga* and learn how a melodic or rhythmic pattern can be used as a basis for improvised playing on percussion instruments. They also learn about the *gamelan* music of South East Asia and comment about how the music makes them feel. Using tuned and untuned percussion instruments and working in groups, they compose their own pieces, which they later record and evaluate.
96. The quality of teaching is good in both key stages. Lessons are well planned and move at a brisk pace. Music is taught for enjoyment and pupils respond readily. They enjoy making music. Relationships are good and pupils are well managed. The balance between creativity and control is just right and pupils have the confidence to write music and to perform for others. Pupils orally assess their own work and that of others, but there are too few written records of progress. Pupils share in the writing of good quality musical scores, but do not keep records of other work in music.
97. Music is well led and managed throughout the school. Two teachers work well together to ensure that music maintains its customary high profile in the school. As it was at the previous inspection, the curriculum is extended and enhanced for many pupils by the opportunity to learn to play an instrument when specialist teachers come into school. Pupils have plenty of opportunities to perform in public, frequently in front of their own parents. The school has a well-equipped music room and this makes a significant impact upon the quality of learning. The school orchestra, although small in number, has some excellent young musicians, who were busy rehearsing for the school Carol Concert in the local Church, during the inspection. Although music is not quite as strong as it was at the last inspection, it still has a firm place in the curriculum and remains one of the strengths of the school.

Physical education

The provision in physical education (PE) is **satisfactory**.

Main strengths and weaknesses

- The start made in Reception is good.
- The clubs for pupils in Key Stage 2.
- There have been recent improvements and determination to see them through.
- The way pupils with special needs and those not fluent in English join in.
- The use of music in dance.
- There is a need for pupils to be active throughout lessons.

Commentary

98. By Year 2 and Year 6, pupils' attainment matches the national expectation and pupils' achievement is satisfactory. This is the same finding as for the previous inspection. In Year 2, pupils' appreciation of music results in creative, lively and energetic dance. In the Asian Dance Club older pupils work to a high standard. Pupils make good progress in gymnastics and use equipment well as part of series of balances and movements. The Sports Club for pupils in Years 3 and 4 uses large equipment in the hall and pupils show good skills and control in their movements. Year 6 enjoy games lessons, practise ball skills, discuss tactics and apply them well in games. Older pupils appreciate the extra opportunities they have for sports. The clubs

for football, rugby, netball and sports are popular, as are the school teams when they enter competitions and play local schools.

99. The quality of teaching is good in both key stages. Pupils in Reception classes use the hall for PE and get off to a good start. Lessons are well planned and move along at a brisk pace so pupils work hard and enjoy them. Pupils with learning difficulties and those not fluent in English take a full part in lessons. Relationships are good; pupils enjoy their lessons and work hard. They observe closely the work of other pupils and make constructive suggestions for improvement. Teachers insist pupils understand the need for safety and the effects on their bodies of strenuous exercise. There are a few times when some pupils are inactive when they could be working. These are usually when some pupils are dealing with equipment. Pupils' progress is assessed each half term. Photographs and videos and some computer software are beginning to be used. These assessments of pupils should be more focused on planning for the development of new skills than on recording what pupils can do.
100. The subject is well led and managed. A thorough review has resulted in positive changes being made, such as a wider range of activities, training for staff and new equipment. The impact of these changes is being carefully monitored. There is enthusiasm for PE, as shown by the clubs and teams run by teachers, and there is a clear determination to make further improvements.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Commentary

101. One lesson and a short session were seen in which there was good and very good teaching. There are very good relationships and pupils are confident in expressing their views. They listen very well to each other and respect different views and values. In addition to meeting all the statutory requirements, PSHE is a positive force in the school. Pupils learn to share and how to behave towards each other in the school community right from the start of their time in school. They learn to participate in school life and take responsibilities seriously. The school's values for fairness, tolerance and equality of opportunity come shining through and are reinforced in lessons.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>School grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).