

INSPECTION REPORT

LADY MARGARET SCHOOL

Southall, London

LEA area: London Borough of Ealing

Unique reference number: 101903

Headteacher: Mrs H Mackay

Lead inspector: Mr Christopher Gray

Dates of inspection: 13-16 October 2003

Inspection number: 256666

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:	592
School address:	Lady Margaret Road Southall Middlesex
Postcode:	UB1 2NH
Telephone number:	020-8575-8584
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Appropriate authority:	Governing body
Name of chair of governors:	Councillor J Clements-Elliott
Date of previous inspection:	July 1998

CHARACTERISTICS OF THE SCHOOL

The school has been awarded Investors in People status, the Silver Artsmark, two Achievement Awards, the Healthy Schools Award and the Football Charter Mark. It serves the immediate urban community of Southall. The school is popular in the area and has a waiting list for the juniors. This is not so in the infants because the school's nursery has only 50 places, compared with 90 in Reception and other year groups. Overall, children's attainment on entry to the school is below average; many children begin school with little or no English.

Overall, most pupils' socio-economic circumstances are below the national average. The proportion of pupils entitled to receive a free school meal is above average. In addition, the school currently has 43 refugees, a figure which increased by seven in the week following the inspection. Ninety-eight per cent of the pupils come from ethnic minority backgrounds, which is much higher than most schools. Of those whose mother tongue is not English, eight per cent are the early stages of learning English, which is above average. The proportion of pupils on the special needs register is average and the percentage with statements is also average. Pupils' needs include moderate and severe learning difficulties, social, emotional and behavioural problems, speech or communication deficiencies and hearing impairment. The percentage of pupils who join or leave the school at times other than the start of the year is much higher than national averages.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21037	Christopher Gray	Lead inspector	Science
9769	Margaret Morrissey	Lay inspector	
23054	Graham Johnson	Team inspector	English, geography, history, religious education
19388	Mike Williams	Team inspector	Mathematics, information technology, physical education, provision for pupils with special educational needs
26604	Ann Keen	Team inspector	Foundation Stage, design and technology, music
32257	Richard Chalkley	Team inspector	Art, provision for pupils for whom English is an additional language

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school which gives good value for money. Pupils achieve well in English, mathematics and science by the end of Year 6 and attain standards in line with national averages. The overall quality of teaching is good. The headteacher provides good leadership, governors are effectively involved and the overall effectiveness of management is satisfactory.

The school's main strengths and weaknesses are:

- Pupils achieve well overall, reaching average standards from a below average starting point
- The school's ethos, especially the racial and social harmony, is very good
- Pupils have very good attitudes to school, they behave very well and they are very proud of their school
- Teaching is good and the curriculum is interesting and wide-ranging
- While the support given to pupils with special educational needs (SEN) and pupils for whom English is an additional language (EAL) is satisfactory, it needs to be more focused on individual needs
- Although the school is good at identifying its strengths and weaknesses, it needs to be more precise in planning to achieve consistency and improvement

The effectiveness of the school has improved well since the last inspection. There is now a larger amount of very good teaching, the trend in National Curriculum tests at the end of Year 6 is rising faster than the national trend and pupils' behaviour and attitudes are even more of a strength than in 1998.

The key issues of the last report have been tackled well. Leadership and management have improved and the leadership of the headteacher and deputy head is now good. The school's curriculum is much better and regular monitoring of standards takes place. Provision for information and communication technology is now good.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	E	C	B	B
mathematics	E	C	B	C
science	E	C	A	A

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Pupils achieve well. The results shown in the table were attained by a group containing fewer lower attaining and more higher attaining pupils than is usual in the school, and results for 2003 are unlikely to be as high. Current standards in Year 6 are average in English, mathematics and science, representing good achievement for these pupils, as they entered the school (not all of them in the nursery, as pupil mobility is much higher than national averages) with below average skills, especially in English. Standards in Year 2 are average in reading, writing and mathematics, again showing that pupils achieve well from a lower starting point. Children in the Foundation Stage also achieve well. Nursery children begin school with below average skills (in some years, they are lower still) and, by the time Reception children are ready to join Year 1, they will have reached the expected levels for children of that age in most subjects; they exceed this in personal development, but, because many children begin school without much experience of conversation in English, most will not reach the expected levels in communication, language and literacy.

Pupils' personal qualities are very good, including their spiritual, moral, social and cultural development. Pupils have a very good understanding of living in a community and appreciate their own and others' cultures. Their behaviour and attitudes to learning are very good. Pupils' attendance is satisfactory, though some families take their children out of school in term time for overseas visits.

QUALITY OF EDUCATION

The overall quality of education provided by the school is good.

Teaching is good. Pupils enjoy school because they are keen to learn and lessons are interesting. Teachers plan them well and enable pupils to see how their learning is developing from week to week. Classroom practice, however, is not consistent in all classes. Teachers' jobs are made harder because there could be more support staff, given the needs of the pupils.

The school provides a good, wide-ranging curriculum which is enriched by lessons in personal and social education and by good links with the local and wider community and with other schools. The care, guidance and support given to pupils are good and mean that they are happy and well looked-after. The school has established good partnerships with parents, but not all parents respond as fully as they might.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management are satisfactory. The leadership of the headteacher and deputy head is good. The governance of the school is good and the overall effectiveness of management by all senior staff is satisfactory. There is scope to achieve more focus in the monitoring of the school's work.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have good opinions about the school. The response to the questionnaires was good and parents were very positive about the school's work. The pre-inspection meeting was poorly attended and therefore unrepresentative.

Pupils are very enthusiastic about their school and enjoy what it has to offer. Their response to the pupils' questionnaire was even more positive than that of their parents and the oldest pupils could think of nothing significant that they would like to change.

IMPROVEMENTS NEEDED

- Staff who teach and support pupils in the early stages of learning English need to plan activities for them which are more closely focused on their individual needs; in addition, class teachers need to increase their awareness of the needs of those EAL pupils who have passed the early stages of learning the language
- The support provided for class teachers needs improving, both in the number of available, trained assistants for pupils with SEN, and in the planning undertaken by those assistants, which needs to be more closely tailored to pupils' Individual Education Plans
- The school needs to improve the effectiveness of the monitoring of its work so as to achieve greater consistency in all teachers' practice and pupils' learning

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement in the Foundation Stage, in Years 1 and 2 and in Years 3 to 6 is good overall. Pupils of all abilities and of both sexes achieve at similar rates. Pupils with special educational needs achieve at rates similar to their classmates. Pupils at the early stages of learning English as an additional language make satisfactory achievement, but would do better with more focused support.

Main strengths and weaknesses

- Foundation Stage pupils make good progress
- Pupils achieve well in English, mathematics and science
- Trends in National Curriculum tests since 1998 rise at a faster rate than the national trend
- Pupils at the early stages of learning English as an additional language achieve satisfactorily, but less well than other pupils because data about their performance are not used sufficiently well in planning their future learning

Commentary

1. Pupils' results in the 2002 National Curriculum tests were average in reading, writing and mathematics at Level 2 and above. At Level 3, results were average in reading and mathematics and above average in writing. Teacher assessments were below average in science at Level 2 and above but average at Level 3. Results in all areas in 2003 are likely to be lower because of differences in the numbers of pupils with special educational needs and pupils for whom English is an additional language.

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
reading	15.7 (13.3)	15.8 (15.7)
writing	15.0 (13.7)	14.4 (14.3)
mathematics	17.1 (14.7)	16.5 (16.2)

There were 74 pupils in the year group. Figures in brackets are for the previous year

2. At the end of Year 6 in 2002, standards were above average in English, mathematics and science at Level 4 and above. At Level 5, results in English were average, those in mathematics were below average and those in science above. The school exceeded its targets. Again, because of big differences in cohort, results are likely to be lower in 2003 in all three subjects. Pupils' mobility is also a factor here; for example, in the school year before the 2003 Year 6 tests, twelve pupils left the school, all of whom had been expected to reach Level 4 in all three tests. They were replaced by six pupils, all of whom were on the special needs register and who were not expected to reach Level 4. The school did not meet its targets for English and mathematics in 2003, but that is because they were set 18 months in advance, before the effect of the mobility just described.

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	28.3 (27.6)	27.0 (27.0)
mathematics	27.8 (26.8)	26.7 (26.6)
science	29.8 (28.8)	28.3 (28.3)

There were 93 pupils in the year group. Figures in brackets are for the previous year

3. Most children enter the Foundation Stage with a mother tongue other than English and their overall skills are below average. They make good progress in all areas of learning, but will be below what is expected in communication, language and literacy by the time they enter Year 1. In their personal development, they are on course to exceed what is expected. In all other areas, most children are likely to reach the goals expected.
4. Current standards in reading, writing, mathematics and science are average by Year 2 and those in ICT are above expectations. Pupils make good progress and achieve well.
5. By Year 6, standards in English, mathematics and science are at average levels. Achievement continues to be good; standards have not risen significantly by the end of this key stage as a result of the high mobility. Most pupils who enter the school in this way have special needs or are pupils for whom English is an additional language and many are refugees. School records show that most pupils' progress is good.
6. By Year 6, standards in art are above expectations. In ICT, standards meet expectations; they are lower than current standards in Year 2 because older children have not had the benefit of up-to-date resources for their full time in the school. In religious education, pupils reach the standards expected in the agreed syllabus.
7. Pupils from different ethnic backgrounds achieve at similar rates. Data collected by the local education authority had suggested that black children performed less well, but analysis of their records shows that most achieved well, many from a lower starting point than other groups of pupils. Boys achieve as well as girls. There are fluctuations in the National Curriculum test data, but they are not of a significant order and there is no consistent pattern. Pupils of lower and higher abilities also achieve at a rate similar to that of other pupils. Gifted and talented pupils achieve well because their needs are identified and appropriate provision made, especially outside lessons. Pupils for whom English is an additional language achieve satisfactorily, but would improve faster if the support they receive were based more on individual needs.

Pupils' attitudes, values and other personal qualities

Pupils' personal development is very good. Behaviour in lessons and around the school is very good. The very good procedures in place to promote good attendance are working effectively; however, attendance figures are low as some families take extended term-time holidays.

Main strengths and weaknesses

- Pupils' attitudes to learning, their behaviour and personal development are strengths of the school
- The school works hard to improve pupils' attendance and punctuality
- Pupils have a very good understanding of living in a community and appreciate their own and others' cultures
- Attendance is below the national average the main reason being extended term-time holidays

Commentary

8. Children in the Foundation Stage make good progress in their personal development. Pupils feel valued in the school and have positive attitudes to work and a desire to improve and extend their learning. They make good use of the opportunities provided in lessons for the development of independent learning and are keen to support the school and work to help fellow pupils. This is particularly so for Year 6 pupils who give their free time to work as 'Buddies', when they support pupils in the playground, helping build friendships and ensuring no one is feeling lonely or sad.
9. Pupils' representatives from all years form the school council, which is respected by staff and governors, who listen carefully to the decisions made and, when possible, act on them. Pupils' confidence and self-esteem are also established through involvement with numerous challenges, schemes and fund-raising events. Pupils are very proud of their achievements and equally proud of opportunities to do this for their school.
10. The vast majority of pupils respond well to the school's policies for promoting good behaviour; there is very good racial harmony with no harassment and there are no exclusions. Good relationships between pupils and teachers and between other pupils permeate the school; one pupil, discussing relationships in a personal, social and health education (PSHE) lesson said, 'I would be hurt in my heart if my friend called me names'; there is no doubt this is the feeling of many others.
11. From the time the children come into the nursery, staff are aware of children's personal development. Relationships in the Foundation Stage are being built to create a successful life in school. A strength of the school is its knowledge and acceptance of a variety of cultures and traditions. The community is used effectively and is very involved in ensuring that both staff and children have a very wide range of experiences. The governors are also very active in creating an inclusive society in the school. Overall, this helps to give pupils an insight into the beliefs and values of those who follow a different tradition from that with which they may be familiar. Pupils' spiritual awareness is satisfactory, with time for reflection offered during collective worship. Pupils are developing a very good sense of responsibility for the school community. The school council is particularly active in making decisions which affect the children's lives in school.

Attendance

12. The school has effective procedures to promote good attendance and punctuality. Unexplained absences are few but are quickly followed up and parents are encouraged not to take term-time holidays. A significant number, however, do take extended family holidays abroad and this has a detrimental effect on attendance figures. Punctuality is slowly improving, but a number of families are still having difficulties getting their children to school on time. Improving this is a priority of the school to ensure pupils' full entitlement for learning.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	6.1
National data	5.4

Unauthorised absence	
School data	0
National data	0.5

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

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
White – British	12	0	0
White – Irish	3	0	0
White – any other White background	6	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	2	0	0
Asian or Asian British – Indian	290	0	0
Asian or Asian British – Pakistani	61	0	0
Asian or Asian British – Bangladeshi	5	0	0
Asian or Asian British – any other Asian background	33	0	0
Black or Black British – Caribbean	7	0	0
Black or Black British – African	36	0	0
Black or Black British – any other Black background	11	0	0
Chinese	1	0	0
Any other ethnic group	28	0	0
No ethnic group recorded	1	0	0

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 by the school is good. Teaching and learning are good, the curriculum is broad and interesting and is successfully enriched beyond the classroom. Pupils are secure in school, they are well looked after and they enjoy school life.

Teaching and learning

Teaching and learning are good in all three phases of the school. Teachers' use of assessment is satisfactory overall and good in English, mathematics, science ICT and special needs.

Main strengths and weaknesses

- The relationships between teachers and pupils ensure a very good classroom ethos and good learning
- Teachers plan well together so that pupils in the same year group receive a similar curriculum
- Good practice in some classes is not always reflected in all classrooms
- Support given to pupils for whom English is an additional language and those who have special educational needs is not always closely focused on individual needs
- Inadequate assessment and record keeping in some foundation subjects

Commentary

Summary of teaching observed during the inspection in 62 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0)	10 (16)	29 (47)	18 (29)	5 (8)	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.

13. Pupils and adults show considerable respect for one another and this is the basis of the good learning which takes place. Pupils want to learn, not only because they set themselves high standards, but because teachers make their lessons interesting; for example, an ICT lesson for Year 3 pupils on combining text and graphics was based on making Diwali cards, as a large number of families in the school were preparing to celebrate this Hindu festival in the following week. Pupils' eyes lit up as they saw examples of commercially-made cards, and the work they produced was of good quality.
14. Teachers spend much of their time planning together in year groups. This means that pupils in different classes in the same year receive the same diet of learning. Teachers make their intentions for learning clear in the planning and explain them to the pupils, though not always in the simplest language. When this is done clearly, it facilitates good learning because pupils know how the lesson will contribute to what they know. Teachers make very clear links with pupils' previous learning and this gives them the chance to revise it before building on it. This makes the lessons over several weeks into a coherent whole.
15. A very good example of effective planning producing very good learning was seen in a Year 6 science lesson. Part of the lesson objective concerned making observations and drawing conclusions. To do this, pupils were given a number of substances, such as sand, flour and baking powder, to mix with water. Having observed them all, pupils were to try and group the materials in some way which they were able to justify. This took careful teaching on the part of the teacher, because too heavy direction could have removed the opportunity for independent discovery. The teacher decided to do this by not explaining the terms *reversible* and *irreversible* at the outset, as this, she rightly decided, would be too much steering. By drawing together observations at a half-way point and reminding pupils of the objective, the different groups in the room decided on very varying groupings, with convincing reasoning. A group of average pupils decided on soluble/insoluble, terms learnt in a previous lesson. A group of higher attaining pupils recalled that they had worked on how to recover dissolved substances, and used the extra grouping of results that could be reversed and those which were unchangeable, as was the baking powder. This was the moment to introduce the new concepts with maximum effect.
16. Teaching is good in English, mathematics, science, and art in both key stages and French teaching (which takes place in Key Stage 2) is also good. The teaching of ICT is good in Key Stage 1, but is a little restricted in Key Stage 2 because the upstairs ICT suite is too cramped for many lessons.
17. The staff is large - there are 22 classes - and classroom practice varies in a few areas which have not yet been remedied by the use of monitoring of teaching. Marking is one example. Some teachers create a dialogue between themselves and the pupils, in which clear advances are made by the pupils because of the opportunity offered to refine learning. The best examples are in Year 6 English and science. Another inconsistency is teachers' expectations

about presentation. Handwriting is a school focus, but teachers do not all insist on a neat, cursive script, appropriate to the task, and many older pupils are still printing. Thirdly, the use of restrictive worksheets in some classes is greater than in others, especially in foundation subjects.

18. The profile of teaching is better than at the last inspection in that there is twice as much very good teaching. The proportion of unsatisfactory teaching is the same, though all of these lessons were taught by teachers who were observed teaching better in other lessons. Two of the unsatisfactory lessons resulted from problems with the ICT suites; in the other three, teachers had expectations of certain groups of pupils that were too low.
19. The amount of teaching assistants is spread thin. This means the assistants themselves do not have enough time to plan as closely to individual needs, because they have so many pupils to help in so many classes. Mostly, they support their children in the task prepared for the class or larger group by the class teacher. There is little extra support for pupils for whom English is an additional language but who are no longer at the early stages of learning English; this is left to class teachers, and this too is an area of inconsistency. For example, some teachers speak slowly and clearly and explain any out-of-the ordinary words, while others sometimes overlook this. Assistants supporting pupils at the early stages of learning English sometimes miss opportunities for developing pupils' speaking and listening skills because the group and assistant listen for too long to the teacher's introduction.
20. The school employs good arrangements for assessing and monitoring pupils' attainment and progress in the core subjects, except in reading where pupils' progress is not systematically recorded in Years 3 to 6. Effective use is made of nationally based test materials and of teacher assessments to identify areas of strength and weakness in pupils' learning, enabling teachers to have an accurate understanding of pupils' achievements. Teachers use this information well to set challenging targets for pupils. The assessment procedures in information and communication technology are of a particularly high standard, and have played a significant part in the very good progress achieved in this area of the curriculum since the last inspection. Pupils are also required to set their own learning targets. At the end of each week they assess their own progress, identifying where they have done well and where they could do better. This, they feel, is successful in helping them to understand how they can improve.
21. Identification of pupils who may require extra help is effective. Pupils' assessments on entry to the reception class are carefully screened to highlight pupils with special educational needs, and pupils who, because English is not their first language, may need targeted help to achieve appropriately. Where appropriate, the school is quick to seek the guidance and support of external agencies in these assessments. Subsequent arrangements for assessing and reviewing these pupils' progress are more effective for special needs pupils than for those at the early stages of learning English. This is because assistants do not make enough use of assessment data concerning such pupils in planning their future learning.
22. Assessment procedures for the non-core subjects are less well developed. The school is aware of this, identifying it as a priority development in its current improvement plan. At the moment, teachers do not always know what standards pupils should be achieving for their age, making it difficult to plan at appropriate levels. Lack of consistent policy regarding assessment and monitoring of pupils' progress in these subjects limits teachers' ability to ensure continuity in pupils' learning from year to year.

The curriculum

The school provides a **good** curriculum.

Main strengths and weaknesses

- Very good enrichment activities
- Good levels of accommodation and resources
- Use of support staff is not always appropriate

Commentary

23. The quality and range of the curriculum are good. The school meets all statutory requirements and implements the local agreed syllabus for religious education, with the result that the curriculum meets pupils' needs and interests. The school follows the National Literacy and Numeracy Strategies closely. Specialist teachers are used to teach French and music. Frequent visits to places of interest are carefully planned to support pupils' learning. The school receives visits from a wide range of sources which include poets, artists, musicians and theatre groups. It has developed strong links with local football and cricket clubs, who provide professional coaching to improve pupils' performance. Pupils of all levels of ability and background are encouraged to attend the very rich and varied programme of after school activities which the school provides. They participate in tournaments and leagues. All of these activities not only develop pupils' interest in learning, but also effectively support their social, moral and cultural development.
24. The school benefits from good quality, well adapted buildings. The accommodation is safe, attractive and well resourced. Bright and colourful displays of good quality are apparent throughout the school which enhance the atmosphere for learning. Specific areas for the teaching of some subjects, for example, music and physical education, are also provided. Of particular note is the school library which offers a very warm, peaceful and attractive area for reading and research as well as containing carefully displayed museum items. Resources are good overall and are generally of good quality and in good condition.
25. Though the school spends an average amount of money per pupil on support staff, there are not enough because the school's overall needs are greater than average. This reduces the effectiveness of provision for pupils with special educational needs and pupils for whom English is an additional language. The number of qualified teachers is satisfactory.

Care, guidance and support

The care, guidance and support for pupils are good.

Main strengths and weaknesses

- A well cared for school where health and safety is a priority
- Effective child protection ensures pupils' care and welfare
- Strong personal support and guidance for pupils

Commentary

26. The school cares well for all pupils in a healthy and safe environment; this represents good improvement since the last inspection. There are very effective child protection procedures, which meet statutory requirements; the agreed policy is well known to all staff and there are good working relationships with all relevant support agencies. Overall, this provides very good protection for pupils. Staff are vigilant and, when needed, plan health and safety issues into lessons either for personal safety or connected with the use of equipment.
27. The school's mission statement (that the child is the centre of everything we do in our school) underpins the care and support which teachers provide for pupils; they in turn feel safe and secure and very well cared for, saying teachers tell them "We are your friends - talk to us". They do and it works; as one boy added, "You can also ask about problems at home and they help you all they can". Pupils' personal health education is introduced whenever possible, as

seen in a Year 3 science lesson about healthy teeth. Through the PSHE programme, pupils are learning to care for their own health and safety and that of others.

28. Induction into school is good; parents are supported by a pre-school home visit and provided with a comprehensive induction pack of information. Pupils who recently moved into school are very well supported and cared for; consequently, pupils say they have found it easy to settle into their new school despite the difficulty speaking no English raises for them.
29. Pupils are involved twice a year in formal assessment with their teachers and parents when they set personal learning targets; they discuss what they have learnt and set simple targets for improvement. Targets for literacy and numeracy are also agreed with pupils. Year 6 pupils do weekend reviews of the week's work, another good example of how pupils mature and how the school seeks the views of pupils and values their opinions. Pupils feel this process is very helpful and fully supports their learning.

Partnership with parents, other schools, and the community

Links with parents and other schools are good. There are strong links with the community and other schools.

Main strengths and weaknesses

- Good quality written and verbal information
- Productive links with the local and wider community

Commentary

30. There are good links with parents, who are happy to approach the school and have confidence in the management and respect for the staff. They are pleased with teachers' expectations of pupils and say they help children to become mature and independent. The number of parents attending the pre-inspection meeting was low and cannot be taken as a representative view overall. Nonetheless, the majority of parents attending the parents meeting had very positive views. The number of responses to the questionnaire was much higher and they express general satisfaction with the work of the school.
31. Parents are very pleased with the progress their children make and with the information provided by the school through consultations, assessment, and targets. School reports are informative and fulfil statutory requirements; however, they have been compiled using computer word banks and parents have recognised the same comments about different children.
32. Sufficient information and guidance is provided to continue children's learning at home. Parents are encouraged to spend time in school but the area affords considerable opportunities for employment, with the result few parents are available for voluntary work. Almost all families' support performances, concerts and events organised by the Parents' and Teachers' Association.
33. Productive links with the local and wider community involve pupils in many interesting and exiting initiatives and encourage them out into the community to show their skills and talents. The Investors in People Award, Healthy Schools Award, Art Mark, and Football Charter Mark have extended community work in the school. The strong connections with secondary schools provide good support for a number of curricular areas. Pupils are particularly benefiting from the introduction of a French teacher shared by the local language college.

LEADERSHIP AND MANAGEMENT

The leadership and governance of the school are good overall. The management of the headteacher and senior staff is satisfactory. The headteacher and her deputy provide good leadership, but the management structure is too complex to ensure that initiatives leading to improvement are consistently implemented across the school. Governors are well informed, and offer good support.

Main strengths and weaknesses

- The leadership, management and governance of the school have improved since the last inspection
- The headteacher and her deputy lead the school well, and have adopted an open, consultative management style that motivates staff to work hard for the school
- Governors challenge and support the school very effectively, some taking an active role in its everyday work
- The complex management structure of the school does not facilitate the efficient implementation of measures for improvement
- The school does not define sharply enough the criteria by which it measures success in the areas for improvement it identifies

Commentary

34. The headteacher leads the school well, and is ably supported by her deputy. Since her appointment, she has developed a collegiate approach to management, so that the large school staff are well briefed and informed. As a result, all feel valued and well supported, and are highly motivated to work hard for their pupils. The headteacher and deputy head work closely together, and complement each other well in the skills they bring to leadership. The free flow of information between them, the senior staff, subject and year leaders ensures that staff at all levels consult closely, so that day-to-day problems are dealt with efficiently and effectively. Subject leaders acquire a good understanding of how well pupils are achieving through their monitoring of teaching and learning, and through the school's analysis of test results. Areas for improvement are identified in the school's action plan, but success criteria are not defined sharply enough. As a result, leaders are not always clear exactly how these improvements are to be achieved or how their implementation will be monitored.
35. Management of the school is satisfactory, but would be more efficient if its structures were less complex, and if responsibilities for the implementation of improvements were more clearly defined. Areas of responsibility often overlap and their definition sometimes becomes blurred because the senior management team is so large. The school has good systems for gathering information about the progress of its pupils and the quality of teaching, but senior managers are not always clear how this information may be used to bring about further improvement, or whose final responsibility it is to ensure that these initiatives are carried out. As a result, there are some inconsistencies in classroom practice. For example, the quality of teachers' marking and their expectations for good handwriting and presentation vary considerably from class to class. The school manages well the care and support of its staff; the quality of arrangements for their performance management is good, and those new to the school receive the assistance and advice they need. As a result, the school enjoys a good reputation for retaining its staff and for recruiting new teachers. However, there are not enough ancillary staff to support pupils' learning needs in all classes, and in some they are not deployed as effectively as they might be.
36. The governing body keeps in close touch with the activities of the school and has a good understanding of its strengths and areas for improvement. The headteacher keeps governors well informed of developments, and subject managers regularly report on initiatives in different curriculum areas. The governors' role in supporting and challenging its work is

considerably stronger than it was at the time of the last inspection, and they now fully meet their statutory obligations. A number of governors are very active in the life of the school, some contributing significantly to the enrichment of its curriculum.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	1,622,978	Balance from previous year	182,965
Total expenditure	1,645,076	Balance carried forward to the next	160,867
Expenditure per pupil	2,671		

37. The school's finance sub-committee, led by the chair of governors, receives regular reports about the school's financial position and is well placed to ensure that the budget is wisely spent. Governors and staff are closely consulted in the preparation of the school's improvement plan. This is a useful tool for identifying the principal areas of development and expenditure for the coming year, but is less specific about longer-term plans because the school wishes to respond flexibly to a changing financial picture and to the needs of a highly mobile school population. Nevertheless, few of the targets identified in the plan incorporate measurable indicators of success, and the means by which they are to be achieved are not specified closely enough. The large balance carried forward into the current financial year has been appropriately earmarked for expenditure, although consideration might also be given to the allocation of funds to improve the provision of appropriate support staff.
38. Arrangements for the control, monitoring and review of the school budget are good. Subject managers and phase leaders are responsible for the administration of their own budgets, and priorities for expenditure are appropriately linked to the areas of development identified in the improvement plan. A recent audit found that the school was closely following the local authority's recommended financial procedures. The school makes good arrangements for the day-to-day administration of its finances, and receives strong support from the local authority when seeking advice on value for money in securing contracts or supplies.

SPECIAL EDUCATIONAL NEEDS

Overall, the provision for special educational needs is satisfactory.

Main strengths and weaknesses

- Good progress of pupils
- A lot of good teaching
- Good leadership and administration
- Arrangements for supporting pupils in class are inconsistent in their effectiveness

Commentary

39. The school has an average proportion of pupils with special educational needs. This includes an above average number with statements of special educational need. Many do not enter the school at age five, but transfer into the school at a later stage. By Year 6, the vast majority of pupils with SEN, irrespective of their point of entry to the school, make good progress and achieve well. The school's results in the national tests at age seven and eleven show that a significant number of these pupils reach nationally expected standards in English, mathematics and science at these ages. Most of those who do not reach this standard nonetheless achieve the targets set for them by the school.
40. The quality of teaching of pupils with SEN is in line with the teaching of the other pupils in the school and is good. Overall, teachers plan lessons for them that are appropriate to their

abilities and needs, enabling them to make good progress. These are based on their Individual Education Plans (IEPs) which are constructed by the teacher, the SEN co-ordinator, the parents and, in the case of the older pupils, by the pupils themselves. This arrangement generally works well. Most plans identify individual learning targets that are broken down into clear and manageable steps to guide pupils', and teachers', understanding of how they will be achieved. Occasionally, the targets are too broad and the precise strategies for achieving them are not sufficiently clarified. During the inspection, support staff worked alongside the pupils in the classroom. This arrangement was not consistently effective. It worked well where there were relatively few pupils with SEN in the class and where the teacher provided clearly differentiated learning objectives matched to the IEPs. It did not work satisfactorily where the numbers of pupils with SEN were high and the work planned was not adequately matched to pupils' IEPs. In this situation, pupils made little progress.

41. Good arrangements are in place for the early identification of those children likely to need extra support. Careful screening of children's assessments when they enter the reception class provides the school with an initial indication of those in need. This is supported by clearly documented procedures enabling teachers at later stages to identify pupils whose progress is a cause for concern. Both arrangements work well. The school seeks the support of external agencies where appropriate and consults parents at a very early stage to ensure that they are aware of the teacher's concerns and can be involved thereafter.
42. The co-ordinator, well supported by her teaching assistants, provides good leadership and management. The register for SEN is up-to-date and well maintained. The resources are good, including the availability of a designated room for SEN. The policy, observed during the inspection, of supporting pupils in the classroom limits the effective use of these facilities and resources. The governor with responsibility for SEN takes an active interest in this area of the school's provision and is kept well informed of developments. The tracking of pupils' progress is systematic and well recorded, enabling the school to know what progress pupils achieve and what improvements might be needed to the provision. Information about overall standards and achievement are not included in the school's SEN reports to governors. This does not enable governors to evaluate whether the school's financial commitment to SEN is providing value for money.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **good**.

43. The leadership and management of the Foundation Stage are good, ensuring that the curriculum is well covered and that the teaching is appropriate for the needs of all children. However, teachers have limited staff to support them in their teaching. Since the last inspection, staff have worked hard to improve the provision; consequently the teaching has improved and is now good and, overall, the children achieve well. Children come into the nursery with levels of attainment that are below that expected for their age. In some years, it is well below the level expected for their age. By the time children leave the reception, most of them are likely to have attained the early learning goals (the targets children are expected to reach by the end of reception) for mathematical development, knowledge and understanding of the world, creative development and physical development. Their personal, social and emotional development is likely to be good. The majority of the children speak English as an additional language, and, although they achieve well, their language skills are still under-developed by the time they leave the reception classes. Consequently, the majority of children are unlikely to attain the early learning goals for communication, language and literacy.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children have very good attitudes to school
 - Children are very well behaved
 - Children are being prepared well to listen and learn
44. Overall, the children make good progress in their personal, social and emotional development in the nursery and reception classes. Children are well prepared for the next stage in their schooling because they are very well behaved and ready to listen. A wide variety of activities is provided for the children to develop in this area of the curriculum; for example, in circle times (occasions when children sit in a circle for discussions), the children willingly take turns to hold 'Freddie the frog' and listen well to other children. The quality of teaching and learning in this area is good. Staff introduce the children to school life well; they visit the children at home, which helps to encourage the children come into the classroom confidently. Children are generally independent and happy to come to school.

COMMUNICATION, LANGUAGE AND LITERACY

Provision for communication, language and literacy is **good**.

Main strengths and weaknesses

- Children have good opportunities to participate in language activities
 - Too much emphasis is placed on learning the names of letters rather than the sound that letters make
45. Group times are used well to extend the children's ideas. In the nursery, the children enjoy the teacher's 'performance', which engages them and encourages them to participate in the learning. Children enjoy listening to stories and looking at books and teachers point to the words to help children understand the direction of writing in English. Children are being

encouraged to write their names and some of them are able to do this well. Children are given interesting resources, such as postcards which they can post in a letter box, so they learn to experiment and use writing for a purpose. The quality of teaching and learning is good. Staff plan the children's learning according to national guidance and they have high expectations of what they expect the children to learn. Children are being taught the sounds that letters make and the names of letters. However, some children find this confusing when trying to 'sound out' words because they are not sufficiently clear whether to use the sound or the name when trying to read. Some children are learning to copy the adults when reading and enjoy playing 'teacher', testing each other on words and reading books.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**.

Main strengths and weaknesses

- Children are learning to count well
 - Sometimes there is an over-emphasis on using worksheets rather than practical activities
46. By the end of reception, the children's mathematical learning is good because of good teaching; thus, the children are attaining the level that would be expected for their age. Good emphasis is placed on using numbers in context; for example, they discuss the numbers of children present and absent that day. Consequently the children are learning about using mathematical language as a meaningful activity. The children are learning to count accurately. Children are supported well through focused groups with an adult. In the best teaching, the activities are practical and very well suited to the needs of the children. On occasions, children are provided with worksheets, which are not always used as effectively as they could be. Behaviour is good so the children's time is not wasted and they enjoy their experience of being in school. The quality of teaching and learning is good. Teachers record the children's progress and provide direct teaching to specific children. The teacher recaps well on children's learning to help them remember what they have done in the sessions.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

47. The children have good opportunities to use all their senses to support their learning. During the inspection children made fruit kebabs, giving them the opportunity to develop their ideas and language skills at the same time. Adults use good questioning to encourage the children to think about what they see and feel. The children have access to a range of interesting resources so that they can investigate and explore, such as using magnifying glasses to look at conkers. The children have a wide range of construction toys, which are used effectively to initiate their own learning. The computer is available in the classroom and the children enjoy using it in independent learning sessions. Some children can manipulate the mouse well and operate drawing programs effectively. ICT is used in a variety of ways so that children see it as a normal part of their learning experience: they use battery-operated toys, adding machines and learn to operate control devices. The quality of teaching in the nursery and reception is good.

PHYSICAL DEVELOPMENT

Provision for physical development is **good**.

48. By the end of reception the children's physical development is likely to be at the level that would be expected for their age. The children have access to the outside as a learning environment, which they use effectively, not only for physical development but in supporting other areas of the curriculum. Children use large and small equipment on a regular basis, enabling them to develop their co-ordination and imagination. Children have access to a larger variety of equipment, such as benches and wall bars, in the hall for more directed teaching. In this way, children are learning a sense of space and moving with growing confidence. Children use a selection of simple 'tools' and small equipment to develop their fine manipulative skills effectively, such as controlling the 'pixie' and handling writing materials. The quality of teaching and learning is good in this area of learning.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

49. The children are achieving what would be expected for their age in the area of creative development. Play, singing and experimenting with rhymes contribute to helping the children to expand their imagination and develop their language skills. They have the opportunity to create shape and form - for example, when weaving or making Mothers' Day cards. Displays and plans show that they have the opportunity to draw what they see. The quality of teaching is good and children enjoy a wide range of experiences.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH AND MODERN FOREIGN LANGUAGE

English

The quality of provision in English is **good**.

Main strengths and weaknesses

- Pupils achieve well, reaching average standards from a below average starting point
- Teaching is good overall
- Pupils are very well motivated to learn
- The subject leader has a very good understanding of how to make improvements in the subject
- Between Years 3 and 6, pupils' progress in their individual reading is not checked often enough
- There are inconsistencies in the quality of marking, and in the application of standards of handwriting and presentation

Commentary

50. Pupils attain average standards that are similar to those achieved in the test results of the year of the last inspection. Although higher standards were reported then, those judgements were based on the previous year's better test results.
51. Pupils achieve well in acquiring speaking skills. While many enter with below average skills in English, they make good progress as they move through the school because they are well motivated and offered opportunities to speak to adults and each other in a range of situations and contexts, including drama and role-play. In a few lessons, even in Year 2, pupils are challenged to explain and justify their opinions and comments, the teacher giving them sufficient time to articulate their thoughts. In a minority of lessons, however, teachers dominate the discussion too strongly, speaking for too long or offering lengthy explanations that add little to pupils' understanding. Standards of listening are above average across the school. Pupils generally pay careful attention to the teacher and remain well focused during discussions. When working in pairs or small groups, they listen carefully to the point of view of others before making a contribution. In a very good geography lesson in Year 3, for example, pupils were able to explain clearly the difference between primary, secondary and tertiary industries because they had listened carefully to the teacher's explanations and clarified their understanding in sensible discussion with a partner.
52. Progress in reading is good in Years 1 and 2. Building on the good start they receive in the Foundation Stage, pupils systematically learn the values of sounds, both singly and in combination. They are taught thoroughly, and are well motivated to learn. Pupils are encouraged to read at home from a wide range of texts at a similar level; this helps to extend their vocabulary. By Year 2, standards are average; a few pupils are beginning to read fluently and to speak with enjoyment about stories they have read. Between Years 3 and 6, progress in reading is satisfactory. While pupils are regularly heard to read aloud from group readers, teachers do not check with sufficient frequency their understanding of the content or text of books that they choose from the library. As a result, the school cannot be sure that those pupils for whom English is an additional language, but who are no longer in the early stages of its acquisition, are developing a secure understanding of more abstract vocabulary and concepts. Parents generally encourage their children to read at home, but there is little regular liaison between home and school over the reading habits and progress of older pupils.
53. Across the school, pupils make good progress in learning to write so that standards are average by both the end of Year 2 and Year 6. This is because skills are taught systematically, and because pupils are given opportunities to write for a range of purposes and situations. By

the end of Year 2, many write simple narratives or express opinions logically, correctly demarcating sentences, while older, higher-achieving pupils write persuasively from a point of view other than their own. Many teachers allow pupils to write at length and to give free expression to their thoughts, but a few too frequently limit the length and content of pupils' writing by expecting them to answer closed questions, or by offering photocopied sheets that anticipate the scope and nature of pupils' responses. Standards of marking vary. In some classes, teachers use it imaginatively to exhort their pupils to greater effort or are genuinely enthused by their achievements; in others, praise is used injudiciously and pupils learn little from it.

54. Standards of spelling are average across the school. Across the school, teachers establish sound procedures for pupils to learn the spelling of unknown words. In a good English lesson in Year 3, for example, pupils competently used a thesaurus. However, the quality of handwriting and presentation is unsatisfactory in a number of classes because expectations are too low. In a few, the handwriting skills learned are not consistently applied in everyday writing. As a result, a number of pupils by Year 6 write in a fluent, legible hand while many are still using a laborious printed script.
55. The quality of teaching is good overall. In three-fifths of the lessons observed it was good or very good, and only one was of unsatisfactory quality. Three-quarters of the lessons observed in Years 1 and 2 were satisfactory, but an analysis of work reveals that learning and achievement here are good. In Years 3 to 6, three-quarters of the lessons were good or very good. Although some explanations are too long, most lessons are well planned and organised so that pupils have a clear understanding of what they are to do. The difference between satisfactory and good lessons results principally from differences in teachers' expectations. In a few classes, more could be expected of lower attaining pupils, who do not always write enough. Once tasks are set, teachers monitor pupils' progress well, so that those encountering difficulty do not wait long for assistance. Teachers form very good relationships with their pupils and, because of this, they are very well motivated to learn.
56. Leadership of the subject is good. The acting subject manager has correctly identified the principal areas for improvement, and understands how these are to be achieved. Her practice is a good model for other teachers. The school thoroughly analyses test results and the quality of pupils' work, and its task is to use this information effectively to ensure consistency in the high quality of teaching and learning. The monitoring of lessons has not focused closely enough on how effectively teaching influences the quality of learning, but the school is taking steps to correct this.

Language and literacy across the curriculum

57. Writing effectively supports learning in other areas of the curriculum, for example science, information technology and history. The extensive library is used well to extend pupils' research skills. Drama and role-play are sometimes employed imaginatively to reinforce pupils' understanding of the difficulties faced by famous people of the past.

French

Provision in French is **very good**.

Main strengths and weaknesses

- Pupils achieve well
- Teaching is very good
- Native speakers provide an excellent model for pupils to imitate

Commentary

58. French is taught once weekly to pupils in Years 4 to 6. Pupils achieve well because they imitate the accent, inflection and gesture of native speakers. They learn to ask the same question in different ways. After few lessons, many pupils count to 20, greet each other confidently and give a range of answers about their health or age. They spell their name aloud, using the French alphabet. Pupils make good progress because most of the lesson is conducted in French and because they are constantly enjoined to listen carefully and respond.
59. Teaching is very good. Lessons move at a sufficiently rapid pace to capture pupils' attention, but there are enough practice and explanation to ensure that one aspect of the language is thoroughly learnt before the next is introduced. Teachers reinforce learning by encouraging the pupils to accompany a spoken phrase with appropriate gestures; for example, when they are copying voice inflection. Most pupils reply to a direct question from the teacher at least once during the lesson, but there are also enough opportunities for all pupils to practise in pairs.
60. The introduction of French is a good initiative. The challenge for the school is to ensure that pupils regularly practise the skills they have acquired so that little time is spent on revision at the beginning of each lesson.

MATHEMATICS

Overall, provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils' good achievement
- Much good, and some very good, teaching
- A well planned curriculum, including good use of mathematics in other subjects
- Too few support staff in classrooms, particularly for the younger pupils
- Under-developed monitoring systems for evaluating standards across the school

Commentary

61. Pupils reach average standards by Year 6. Given that most pupils enter the school with below average attainment, they achieve well. By Year 2, most pupils have already made sufficient progress to reach nationally expected standards, and a significant number exceed this. They solve simple calculations confidently, use numbers up to 1,000, correctly identify the common shapes and use bar charts to represent data. They successfully carry out investigations, such as measuring the dimensions of their classroom using standard measures. By Year 6, most pupils know their multiplication tables, work confidently with fractions, percentages and decimals, and use data to create frequency tables and graphs. About one-in-five pupils reach standards that exceed those expected for their age. About the same proportion of pupils do not reach this standard, but do succeed in reaching their school targets. Bearing in mind the very high transfer of pupils into the school in Years 3 to 6, this represents good achievement.
62. The quality of teaching is good overall, with evidence of very good teaching in several classes. Lessons, on the whole, are well planned. Most teachers mark work thoroughly and give pupils helpful feedback during lessons. A few are less thorough, their marking offering little useful indication to pupils about how to improve. In the better teaching, there is a consistent sense of challenge and excitement, especially in the mental arithmetic sessions, enabling all pupils to make good progress. In others, the challenge is directed more towards the average pupil than the others in the class. Given the high number of lower attaining pupils

in some classes, the part played by support staff in helping these pupils is not working well. Practice observed during the inspection indicates that support staff are not consistently able to concentrate their time and expertise on the specific needs of the pupils they support.

63. The management of the subject is sound. It is well led and the co-ordinator ensures that teachers receive appropriate support and training. Although she monitors the quality of teaching, this is not sufficiently supported by the monitoring and tracking of pupils' learning. Improvement since the last inspection is good. Standards of attainment are better. The judgement in the previous report that standards were above average at the time was not borne out by the school's subsequent national test results. Results since 1998 indicate steady improvement in attainment. The provision has also improved.

Mathematics across the curriculum

64. Numeracy is well planned into other subjects. The use of data handling skills is a prominent feature in science investigations in all year groups, from simple tally charts to more complex frequency graphs. Information on global weather patterns makes use of pupils' numeracy skills to contrast and compare differences in average temperature. These links are effectively supported by, and extended through, pupils' learning in ICT. Pupils learn how to construct and use spreadsheets to record data and they design houses and picture frames using scaled down, but accurate, measurements.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well and enjoy their work
- There is a strong emphasis on investigational work
- The quality of teachers' marking in pupils' work is inconsistent

Commentary

65. Pupils reach average standards by the end of Years 2 and 6, though this varies from year to year because of large differences in cohort and the high level of mobility. Pupils' past work shows that they make good progress from their starting points and that pupils of all abilities and backgrounds achieve well. Pupils throughout the school make good use of their literacy skills in science and their books contain a large amount of work, covering all aspects of the subject. Work is completed with interest and pupils in all the lessons observed were clearly enjoying what they were learning.
66. Pupils in Year 2 are studying health and growing. They learn about animals and their young and understand the life-cycle of human beings. They classify foods and conduct experiments into the effects on their body of vigorous exercise. They record the results of their experiments in their own words and construct graphs to illustrate them.
67. Year 6 pupils are studying materials and their properties. They understand the distinctions between solid, liquid and gas and know the processes required to alter one state to another. Pupils conduct an experiment to observe the changes which take place when materials mix. They understand what dissolving is and average and higher attaining pupils accurately describe how to retrieve a dissolved substance such as salt. Pupils describe in their own words an experiment to observe rates of evaporation under different circumstances and record the results in tables and graphs.

68. Teaching and learning are good overall. Teachers emphasise experimental work and the accurate recording of what is found, though some pupils need more encouragement to draw conclusions rather than to restate their observations. This is connected with the quality of marking, which is not consistent across the school. Some teachers not only write pointers for improvement in pupils' books, but also encourage the pupil to make a written response. Where this happens, subsequent work can be seen to benefit because the pupil has understood what more to do.
69. The present acting co-ordinator began the job only six weeks ago, so it is too soon to gauge the effect of her leadership or management. Nonetheless, her work on teachers' planning and her clear action plan already show good vision for the development of the subject. Improvement from the last inspection has been good because the trend in standards has been upward overall since 1998.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**

Main strengths and weaknesses

- Good attainment in Years 1-2
 - Very good leadership and management
 - Good curriculum provision, including good use of ICT in other subjects
 - Inadequate space in the computer suites for whole class teaching
70. Pupils of all abilities and backgrounds achieve well. By Year 2 pupils attain standards above expectations; by Year 6, standards are in line with expectations. The school has two computer suites, used on a weekly basis by each class to learn computer skills. This has helped the younger pupils to make rapid progress so that by Year 2 most confidently log on, change the font and letter size, use the *Caps Lock*, communicate information using text and save work. By Year 6, pupils continue to achieve well, but this good progress is punctuated by periods of slower progress where the teaching is not as effective as it should be. Each classroom has a computer and access to a small number of laptop computers enabling teachers to incorporate ICT across the curriculum.
71. Teaching is sound overall, with evidence of good teaching in Years 1 and 2 and in Years 3 and 6. Teachers have benefited significantly from the training they have received and from the new resources and equipment available to them. They teach with confidence and with a clear picture of what pupils need to achieve. A small minority of teachers show less confidence. Inappropriate planning of lessons in the computer suite restricts pupils' opportunities to achieve in line with their abilities and prior attainment. The computer suites are well equipped but are not well designed for class use by 25 or more pupils. Effective instruction is very difficult, as is the monitoring and personal support of pupils.
72. Improvement since the last inspection has been very good, due primarily to the good quality of the school's action planning for ICT and to the personal leadership and management of the co-ordinator. The quality of education provided, and the standards achieved, have risen from unsatisfactory to good in a very short space of time.

Information and communication technology across the curriculum

73. The use of ICT in pupils' learning is good in most subjects. It features prominently in the teaching of English, mathematics, science and art. Pupils use word processing to edit text, setting out stories, poems and reports appropriately. They create pictures in the style of Mondrian, and design their own greetings cards. In science and mathematics, pupils make extensive use of the computer to represent data in different forms, including graphs and

spreadsheets. They use the Internet to search for information and record their findings in the form of multi-media presentations; for example, in designing a series of slides about the ancient Greeks which include text, pictures and sound.

HUMANITIES

During the inspection, two lessons were seen in religious education, and four in history. One Year 3 lesson was also seen in geography, but little work was seen elsewhere because the subject is mostly taught later in the school year. This evidence was insufficient to form an overall judgement on teaching and standards.

Geography

Insufficient evidence was collected to make overall judgements on standards or teaching, but curricular provision is **satisfactory**.

Commentary

74. The only current year's work was seen in Years 3 and 5, and pupils' achievement here is satisfactory overall. Pupils in Year 3 successfully locate Ealing on a map of Great Britain. They describe their route to school, marking on a map the features they pass along the road. During the inspection, some were set the more challenging task of identifying local primary, secondary and tertiary industries and recording their incidence on a bar graph. Higher attaining pupils located businesses on a map of the Borough, and noted their distribution. In Year 5, pupils investigate the water cycle, the ownership and usage of water, and the different effects of flooding. Much of the work is heavily teacher-directed and based on the completion of photocopied sheets; however, pupils achieve more highly in the few lessons where they are allowed to write at length and are permitted to express freely what they know and understand.
75. The single Year 3 lesson observed was of very good quality. Pupils were offered challenging work, well-matched to their different abilities, and they responded well, discussing their progress sensibly in small groups and applying themselves with enthusiasm to each aspect of the tasks set. The teacher then called on each group to explain their finding to others. Pupils on this occasion achieved above average standards because the teacher's expectations were so high. Those with special educational needs made good progress because they were offered work similar to that of average-attaining pupils, but were well supported in their endeavours.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- Many older pupils are offered good opportunities to practise research skills
- The school offers an interesting curriculum
- The use of photocopied exercises often limits the scope of pupils' written work

Commentary

76. Standards in history across the school are average and achievement is satisfactory. By the end of Year 2, pupils understand that life in the past differed from their own experience, and that everyday objects have changed with the passage of time. They know that people who lived long ago are remembered for their achievements, and learn about some, such as Florence Nightingale. Higher-achieving pupils not only describe these exploits, but begin to understand their context, and to link cause and effect. In Year 4, pupils study the civilisation of

ancient Egypt; they learn about the importance of the Nile, and something of people's lives, beliefs and customs. They are often encouraged to find out information for themselves, and to share this with others. By Year 6, pupils have extended their knowledge to include that of other past civilisations. They compare those of Athens and Sparta, and learn details of Greek religious, social and military life. Pupils enjoy their work because teachers make it interesting. In some lessons, teachers use ICT, artefacts, role-play and costume in an imaginative way to bring history to life. Those with special educational needs make progress similar to that of other pupils, and are generally well supported in their work.

77. Teaching is satisfactory overall, but good and very good teaching also occurs across the school. No unsatisfactory lessons were observed, but there are inconsistencies in practice. For example, a number of teachers rely excessively on the use of photocopied sheets when they are setting work. These often anticipate the level and nature of pupils' response, either by posing closed questions or setting a limit on the length of pupils' explanations. In other lessons, teachers encourage pupils to write at length, to research information for themselves or interpret it in their own words. Here, pupils make more rapid progress because teachers' expectations are much higher. Teachers generally use questioning well and offer clear explanations. In one good lesson, role-play was used very effectively to elicit information and promote understanding about the life and work of Florence Nightingale; this provoked pupils to ask thoughtful questions about her achievement. Teachers engage pupils' interest well, so that they apply themselves to their work and speak enthusiastically about history.
78. The school offers an interesting and wide-ranging curriculum. Pupils' learning is well supported by the use of ICT and enriched through visits to museums and other places of interest. Other resources are generally well used; their relevance makes a significant contribution to pupils' understanding.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils have a good understanding of their own faith traditions and show respect for those of others
- There are insufficient opportunities for pupils of different religious traditions to share their knowledge and experience

Commentary

79. As at the time of the last inspection, standards across the school are similar to those expected by the Ealing Agreed Syllabus. By Year 2, pupils are aware that people worship in different ways, and that different faiths have both similar and contrasting practices. They understand that people celebrate similar occasions differently, such as harvest, and know in outline some of the stories attached to different religious figures. For example, one pupil explained briefly the association of the story of Rama and Sita with the celebration of Diwali, while another from the same group knew the Easter story. Pupils in Year 4 compare the celebration of naming ceremonies, while in Year 6 they examine the ways in which people from different faith groups prepare for and celebrate marriage. Older pupils study different religious customs and practices, but they do not learn enough about the similarities and differences in belief that inform them. Here, teachers often miss opportunities to draw on the wide range of experience and knowledge that the pupils collectively possess.
80. No judgement may be made on teaching in Years 1 and 2 because no lessons were seen, but it is satisfactory overall in Year 6. One good and one satisfactory lesson were observed; both were well planned and proceeded at a good pace, the teacher offering enough time for discussion of the wide range of resources she had prepared. In the better lesson, sufficient

opportunity was allowed at the end of the lesson for groups of pupils to share with others the knowledge they had acquired; the other was curtailed for lack of time. Pupils are generally well motivated to learn, and display an eagerness to find out more about the themes they are studying.

81. The curriculum is broad enough; while sufficient opportunities are afforded for older pupils to describe the facts they have learnt, too few are given for explaining why they are so. Leadership of the subject is sound. A strong feature is the number of visits that pupils make to different places of worship.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

One lesson was seen in art, one in design and technology, and three in music, plus a joint singing practice for reception and Year 1 pupils, a hymn practice for Years 5 and 6 and a specialist music session.

Art and Design

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

Main strengths

- Standards are above average
- The school offers a broad range of curricular opportunities
- Art is used well to support other areas of learning

Commentary

82. Pupils attain standards that are above average and all pupils achieve well. At all ages, pupils are encouraged to use art to record their learning in other subjects. Teachers work hard to display this work in classrooms and corridors so that pupils can look at each other's work and learn from each other. The younger pupils learn more about mathematical shapes as they make pictures from squares, triangles and circles and weave paper to explore patterns. They produce accurate drawings of the main features of the High Street which they place on a map of their local area. Older pupils use their art skills to produce science posters and solve challenges in design and technology lessons. Pupils also use computers to copy the style of recognised artists. As a result of the school's encouragement for pupils to use art for a variety of purposes, pupils are enthusiastic about the subject and eager to experiment and improve their skills.
83. The school is proud of the award it has received for its work, which represents good improvement since the previous inspection. The co-ordinator for the subject has implemented procedures for monitoring planning, teaching and pupils' work. She is also responsible for maintaining the high standard of displays throughout the school, which helps to create a stimulating learning environment in which pupils enjoy art. In the one lesson seen teaching was very good. Pupils concentrated well, spoke enthusiastically about the subject and described the ways in which they had improved their work. However, no overall judgement may be made on the quality of teaching as this was the only lesson seen.
84. The wide range and good quality of learning opportunities for art work ensure that pupils of all abilities become familiar with using a wide range of materials, tools and techniques for a variety of purposes. Of particular note are the entries for the Deaf and Blind competition in which pupils used their knowledge and understanding to choose carefully materials of different textures in order to make their work interesting for the audience. Careful observation is encouraged from an early age so that pupils are able to produce accurate representations

in their still-life drawings. Pupils learn about the work of artists through the use of computers and regular visits to the school by a professional. They are provided with good opportunities to explore and imitate the work of others.

Design technology

No overall judgement can be made for provision in design technology because there was insufficient evidence. Design technology is not being taught this half term in most classes so it was not possible to see a representative amount of work.

Main Strengths and Weaknesses

- Pupils are taught to evaluate their work effectively
 - Work is planned in line with national guidelines
 - By the end of Year 2, pupils are able to plan their designs effectively
85. Standards in design technology by the end of Year 2 have been maintained at expected levels since the previous inspection. Pupils are producing their own ideas and developing individual skills well. Pupils with special educational needs are given appropriate support to create their own designs. Year 2 pupils have enjoyed making hand puppets and used a variety of materials to achieve their objective. They have been taught to experiment with a variety of ways to join paper and fabrics, as when they created a coat of many colours for Joseph. An overall judgement cannot be made on teaching and learning because only one lesson was seen in Year 2. In Years 3 to 6, work is planned based on national guidelines, such as designing shelters, moving toys and musical instruments. Work is also planned on using technology to control electrical devices, like 'traffic lights'. Pupils are taught skills to improve their designs such as using triangular structures to strengthen their creations. In such circumstances mathematics is used well in context so pupils can see its use in everyday situations.

Music

Too little evidence was available for an overall judgement on provision in music to be made.

Main Strengths and weaknesses

- Good subject knowledge by visiting specialists
 - Resources and technology are used well to enhance learning and support non-specialist teachers
 - Pupils are not taught to improve their singing sufficiently well
86. By the end of Year 2, pupils are learning to understand pitch. They have good opportunities to practise making high and low notes on a xylophone. They have a repertoire of known songs. Resources and commercially produced schemes of work are detailed and used effectively to support non-specialist staff so that pupils are challenged and they progress in their learning. However, in singing practices, pupils were not taught sufficiently to think about their own singing and ways that it could be improved. Pupils are given good opportunities to express their ideas and compare how different sounds are used. In sessions given by a specialist, pupils achieve well. In Year 6 they are able to write their own lyrics to well-known tunes and in Year 4 they are learning to create a short melody.
87. Because only 2 lessons were seen in Years 3 to 6, no judgement can be made on the teaching and learning for the pupils in those years or on overall standards of attainment. Pupils in the hymn practice sang enthusiastically, especially the traditional tune *Royal Oak*, but many need more time to rehearse the pitching of high notes.

88. The school provides enrichment to the curriculum in music. There are good opportunities for pupils to extend their learning; for example, they can learn musical instruments and sing in the choir.

Physical education

Provision in physical education is **satisfactory**

Main strengths and weaknesses

- Games' skills are well taught in Year 6
- Assessment and recording of pupils' attainment and progress are not sufficiently developed to enable effective monitoring of standards to take place

Commentary

89. Lessons in games and dance were observed, but no lessons in gymnastics or swimming. Teachers' plans and the school's timetable indicate that all four areas are appropriately covered. Pupils in Year 2 make sound progress and achieve standards suitable for their age. Most show sound control and co-ordination when performing activities with balls and hoops, but would make more progress were they clearer about the techniques they need to practise in order to improve. Similar strengths and weaknesses are evident in the standards pupils achieve in dance in Year 5. The high point is the sheer enthusiasm, enjoyment, and lack of inhibition in pupils' work. They quickly and successfully learn the steps of the dances they perform, but do not yet appreciate that dance involves artistic qualities such as poise, posture and accuracy of movement. In Year 6, pupils develop sound ball striking and throwing skills which most use to good effect in the games they play - for example, in hockey and netball. A significant number have good skills for their age and benefit from the extra coaching they receive in after-school clubs.
90. On the basis of the lessons seen, overall standards of teaching are satisfactory. Teachers organise and manage pupils well, although time is sometimes wasted at the beginning of Year 2 games lessons because of the way that the sessions are planned. All teachers are good at enthusing and encouraging pupils, whatever the pupils' ability and standard of performance. Only in Year 6 did the teachers consistently achieve a successful balance between skills instruction and pupil activity. The tendency in other lessons is to concentrate a little too much on the activity at the expense of providing pupils with clear ideas about how to improve.
91. The subject is well led and managed in terms of providing guidance and support for teachers. On the other hand, arrangements for assessing and monitoring the standards of pupils' achievement across the school are not effective enough to enable the co-ordinator to have an accurate understanding of where improvements need to be made.

PERSONAL, SOCIAL AND HEALTH EDUCATION

Provision is **good**.

Main strengths and weaknesses

- Effective personal, social and health education
- Good teaching in the two lessons observed

Commentary

92. Personal, social and health education is well promoted. During circle time, pupils consider responsible choices and right and wrong decisions. The co-ordinator monitors teaching and learning by observing teaching, planning and pupils' written work and produces actions plans for improvement which result in the good provision. Recent initiatives include the introduction of the school council and 'buddy system', which develop pupils' social skills. The school places a strong emphasis on encouraging pupils to lead a healthy life-style by raising their awareness of eating healthy food, taking regular exercise and arranging visits from outside agencies.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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