

INSPECTION REPORT

MARLBOROUGH PRIMARY SCHOOL

Chelsea

LEA area: Royal Borough of Kensington and Chelsea

Unique reference number: 100483

Headteacher: Ms Jessica Finer

Lead inspector: Michael Bucktin

Dates of inspection: 11 – 13 October 2004

Inspection number: 267283

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll:	184
School address:	Draycott Avenue Entrance Sloane Avenue London
Postcode:	SW3 3AP
Telephone number:	020 7589 8553
Fax number:	020 7581 9374
Appropriate authority:	Governing body
Name of chair of governors:	Ms Susan Anstruther
Date of previous inspection:	26 April 1999

CHARACTERISTICS OF THE SCHOOL

Marlborough Primary School has 184 pupils on roll, the same as at the previous inspection making it an average sized primary school. They come from a wide range of ethnic backgrounds and a very high proportion, seventy per cent, do not speak English as their first language with fifteen per cent being at an early stage of English language acquisition. The attainment of children on entry varies considerably but is usually well below average and well below average in English language and literacy. Just over twenty per cent of pupils are eligible for a free school meal (broadly average). The proportion of pupils with special educational needs (fourteen per cent) is also broadly average, as is the number of pupils (three in total) who have a Statement of Special Educational Needs. Their needs include moderate learning difficulties, speech and language difficulties, social and behavioural difficulties and Down's syndrome.

An unusually high proportion of pupils start or leave school other than at the normal times. The turnover of staff is also high, with nine staff leaving the school in the last two years and being replaced with new staff. This includes the headteacher and deputy headteacher, who are both in their second year at the school. Three teaching posts are currently filled on a temporary basis.

The school has been successful in gaining DfES Achievement Awards in 2001 and 2002.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
15484	Michael Bucktin	Lead inspector	Science Information and communication technology (ICT) Design and technology Special educational needs (SEN)
9003	Bryan Findley	Lay inspector	
22272	Elisabeth de Lancey	Team inspector	English Art and design Music Religious education English as an additional language Provision for minority ethnic children
8056	Howard Probert	Team inspector	Mathematics Geography History Physical education Foundation Stage

The inspection contractor was:

Cambridge Education Associates

Demeter House
Station Road
Cambridge
CB1 2RS

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	18
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	30

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Marlborough Primary School is an effective school which provides good value for money. A well-taught curriculum and very good leadership by the headteacher and deputy headteacher result in pupils, many of whom start school with little command of English, going on to achieve better than average standards by the time they leave.

The school's main strengths and weaknesses are:

- Pupils achieve well, especially since many start school with little command of English yet go on to achieve results that are above average by the time they leave the school.
- The leadership of the headteacher and deputy headteacher is very good.
- The governing body fulfils its duties well.
- The ethos of the school and the way all pupils are included in a rich and varied curriculum that is well taught are strengths.
- Provision in the Foundation Stage where teaching is consistently good and often very good.
- The way learning support assistants work in partnership with teachers.
- Provision for pupils with special educational needs (SEN) which is very well co-ordinated by the deputy headteacher, and provision for those from ethnic minorities.
- Standards in information and communications technology (ICT) are below average and pupils do not use ICT to support learning in other subjects.
- Standards in writing are not yet high enough and literacy skills are not developed sufficiently in other subjects.
- Pupils do not apply their knowledge and understanding of mathematics well enough and numeracy skills are not developed sufficiently in other subjects.
- The progress and performance of different groups of pupils is not analysed closely enough.

The school was previously inspected in April 1999. Since then improvement has been good. Results in national tests have improved, particularly in Year 6. The quality of teaching has been maintained despite a high turnover of teaching staff and the headteacher and deputy headteacher, both relatively new to the school, have continued the high quality of leadership. The school has effectively improved pupils' skills in investigative science, which are now good. However, pupils' standards of writing, though better than they were, are still not up to the required standard.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A	B	A	A
mathematics	A*	A	B	A
science	A	A	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.
A* means the school's results were in the top 5% of schools nationally*

Achievement is good. Children start school in the Nursery with attainment that is below average and, because many pupils do not speak English when they start school, is often well below average in communication, language and literacy in English. They make good progress through the Nursery and Reception Classes and through Years 1 and 2 so that by the end of Year 2, whilst results in national tests in 2003 were below the national average, their achievement is good. Results in the 2004 national tests show an improvement on those in 2003 and work seen in lessons suggest pupils are working close to expected standards. Achievement through Years 3 to 6 continues to be good and in the 2003 national tests, Year 6 pupils attained standards that were above average in

mathematics and well above average in English and science. Results in the 2004 national tests are not significantly different except that the proportion of pupils attaining above average standards in English has fallen. Work seen in lessons suggests pupils are working at expected standards. Standards in religious education are average in Years 2 and 6. In physical education standards are average except in dance, where they are above average. Standards in ICT are below average in Year 2 and Year 6. Not enough work was seen to make firm judgements in other subjects. Pupils with SEN achieve very well and pupils who speak English as an additional language achieve well.

Pupils' personal qualities are good and their spiritual, moral, social and cultural development is good. They have good attitudes to their schooling and they behave well. Pupils mature well during their time in school. Unauthorised absence has improved significantly but, despite the best efforts of the school, the attendance rate remains well below the national average.

QUALITY OF EDUCATION

The school provides a good quality of education for its pupils. The quality of teaching is good and pupils learn well as a result. The curriculum is broad and balanced and meets the needs of pupils including the large proportion of pupils from ethnic minorities. The skills of literacy and numeracy are not developed well enough in subjects other than English and mathematics. ICT is not used to support pupils' learning in other subjects. Pupils' personal development is supported well and provision for pupils with SEN is very good. Arrangements for pupils' care health and safety are good and the school involves its pupils very well in seeking and acting upon their views. The academic and personal development of individual pupils is monitored well. There are good links with parents.

LEADERSHIP AND MANAGEMENT

The school is well led, governed and managed. The governing body fulfils its responsibilities well and all statutory requirements are met. The headteacher provides very good leadership and is very well supported by the deputy headteacher. Other key staff provide satisfactory support. Management is effective but the school does not have procedures to monitor the performance of particular groups of pupils.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are largely pleased with what the school offers, although a significant minority expressed concern about pupils' behaviour and the extent of bullying and harassment in the school. Evidence from the inspection is that behaviour is good, although there are a small number of pupils who do not always behave as well as others. In respect of bullying and harassment, the pupils themselves feel the school is a safe and fair place and inspection evidence indicates that all staff, especially the headteacher, are alert and respond effectively to any reported incidents.

IMPROVEMENTS NEEDED

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

- Raise standards in ICT and the extent to which pupils use ICT to support their learning in other subjects.
- Raise standards in writing and ensure pupils' literacy skills are consistently practised in other subjects.
- Improve the way in which pupils use and apply mathematics and ensure pupils' numeracy skills are consistently practised in other subjects.
- Make better use of data in analysing the performance and progress of different groups of pupils.

Minor point for improvement:

- Extend the range of resources in reading, mathematics and religious education.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is good. Children start school in the Nursery with attainment that is below average and, because many pupils do not speak English when they start school, is often well below average in communication, language and literacy. They make good progress through the Nursery and Reception classes and through Years 1 and 2 so that in Year 2, pupils' attainment is close to the national average and their achievement is good. Achievement continues to be good in Years 3 to 6 and by year 6 pupils are achieving at least average standards, with many likely to achieve above average standards by the end of the school year

Main strengths and weaknesses

- Achievement is good in the Nursery and Reception classes.
- This good start is sustained in Years 1 and 2 and whilst attainment in the core subjects of reading writing, mathematics and science is below average, achievement is good.
- Pupils continue to achieve well through Years 3 to 6; results in National Curriculum tests for English, mathematics and science have been above average since 2001.
- Pupils with SEN achieve very well.
- Pupils for whom English is an additional language achieve well.
- Standards in ICT are below average and ICT skills are not used well enough to support learning in other subjects.
- The core skills of literacy and numeracy are not consistently applied in other subjects.

Commentary

1. Pupils start in the Nursery with standards that are below average and in many cases well below average in communication, language and literacy because many children have very limited knowledge of English. Most children do not reach the Early Learning Goals by the time they start Year 1 but they have made more progress than might be expected and their achievement is good. This is because children's needs are accurately assessed and teaching is consistently good, as is the support children receive.
2. This good start is built on through Years 1 and 2 and achievement continues to be good. Results in National Curriculum tests have fluctuated since the previous inspection and the rate of improvement has been below the national trend. However, as the table below shows, results in 2003 were below the national average whereas at the time of the previous inspection they were well below. Early indications from the 2004 National Curriculum tests indicate that further improvements have been secured and work seen in lessons suggests pupils are continuing to achieve well.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
Reading	14.7 (14.5)	15.7 (15.8)
Writing	13.9 (13.5)	14.6 (14.4)
Mathematics	15.6 (14.2)	16.3 (16.5)

There were 28 pupils in the year group. Figures in brackets are for the previous year

- As a result of the careful and patient work done in the Nursery, Reception and in Years 1 and 2, pupils gain in confidence, particularly those with English as an additional language, whose competence in English improves rapidly. This enables significant progress to be made through Years 3 to 6 and the trend in results in National Curriculum tests at the end of Year 6 has been above the national trend. Indeed, results in 2003 were significantly better than at the previous inspection when they were well below the national average. As the table below illustrates, results in 2003 were well above the national average in English and science and above average in mathematics. It was reported that results in mathematics fell because the school did not have a leader for the subject and could not undertake the same amount of development as in English and science.

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

Standards in:	School results	National results
English	28.5 (28.1)	26.8 (27.0)
Mathematics	28.0 (29.7)	26.8 (26.7)
Science	30.5 (31.1)	28.6 (28.3)

There were 24 pupils in the year group. Figures in brackets are for the previous year

- Early indications from the 2004 tests show that the school met its targets in English and mathematics. The proportion of pupils attaining higher than expected standards was not as high as in the previous year in English but much better in mathematics. This fluctuation can be attributed to the small number of pupils in the year group and a higher proportion of pupils with special needs relating to language and literacy than in other year groups.
- Work seen in lessons suggests the school is likely to meet its targets for the coming year. At this early stage in the school year, most pupils throughout the school are working at or close to the standards expected in English, mathematics and science. The skills of numeracy and literacy are clearly developed in English and mathematics lessons but are not consistently developed through other subjects.
- Scrutiny of recent work, discussions with pupils and work seen in lessons indicate that standards in ICT are below average. This is because pupils do not consistently and systematically build up the range of skills required. The use of ICT in other subjects is similarly inconsistent and does not support pupils' learning to the extent it should.
- In physical education, standards in dance are above average because the school engages a specialist teacher who works with all pupils, including those in the Foundation Stage, and teachers. The work seen showed imaginative responses in communicating feelings and ideas. Standards in religious education are average. Insufficient work was seen in the other subjects of the curriculum to form firm judgements about the standards pupils achieve.
- Pupils with SEN achieve very well because provision is very well co-ordinated by the deputy headteacher, and because individual plans identify very clearly what needs to be taught and learned and enable support from class teachers and learning support assistants to be very well focused.
- Pupils for whom English is an additional language are also well supported and they achieve well.

Pupils' attitudes, values and other personal qualities

Pupils have good attitudes to their schooling and they behave well. Pupils mature well during their time in school and provision for spiritual, moral, social and cultural development is good. The school has successfully reduced the amount of unauthorised absence but the overall attendance rate is well below the national average.

Main strengths and weaknesses

- There is an effective behaviour improvement programme.
- Racial harmony in the school is very good.
- Pupils willingly take on responsibilities.
- There has been very good action to improve attendance although the overall rate is well below the national average.

Commentary

10. Strategies within an overall behaviour improvement programme are having a very positive and important impact on the attitudes, behaviour and attendance of pupils in all parts of the school including the Foundation Stage. The work of a learning mentor and a lead behaviour professional is successfully bringing together a number of different initiatives which, linked with positive commitment from other staff, is improving pupils' response to school life generally. These initiatives target particular needs of pupils and include a programme to equip pupils to handle difficulties through problem solving techniques and a programme run by a voluntary group, West London Action for Children, to raise pupils' self-esteem. Most pupils behave very well but there a few who present challenging behaviour, which is largely dealt with effectively, but learning is sometimes affected where classroom management is weak.
11. Provision for spiritual, moral, social and cultural development is good and pupils in the Foundation Stage and in Years 1 to 6 learn well what it is to be a good citizen. The school promotes a genuine sense of community and encourages pupils to form harmonious relationships with others. Members of staff provide good role models of how to treat others with respect. The school also makes full use of opportunities provided within such a diverse group of pupils to raise awareness of cultural differences and, consequently, pupils develop a mature tolerance of others, and instances of racial tension are few. Parents expressed a degree of concern about bullying during pre-inspection consultations but, from observations and discussions with pupils, these concerns are largely unfounded and pupils feel comfortable and safe in school.
12. Pupils in the Foundation Stage and in Years 1 to 6 make good progress in their personal development. They develop a mature sense of right and wrong from assemblies and circle times. This is also well supported by lessons in personal, social and health education, in which pupils are given the opportunity to consider the way values and feelings can impact on others. Consequently, pupils are encouraged and equipped to take on responsibilities around the school sensibly. This was especially evident among the older pupils fulfilling the role of prefect or 'buddy' in the playground, where they took pleasure in supporting younger ones, including pupils with SEN. Members of the school council speak confidently about their role and can point to improvements they have achieved, such as more playground equipment.

Attendance

Attendance in the latest complete reporting year (2002/03)

Authorised absence		Unauthorised absence	
School data	5.5	School data	1.5
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.

13. The learning mentor has been very effective in raising parents' awareness of their responsibilities for their children's attendance and there is an improving trend in their response. Attendance and lateness are monitored closely and the school insists parents provide proper reasons. Any unexplained absences are followed-up promptly. This has brought about a dramatic reduction in the number of unauthorised absences, which, for the

year 2003/2004, is much lower than previously, and it has also improved the punctuality of pupils. The overall rate of attendance is higher than at the time of the last inspection but remains well below the national average. This is because there are a few parents who, despite the school's best efforts, do not get their children to school regularly enough. The school also takes a strict line on holidays in term time, which has reduced the amount of time lost, but a substantial amount of absence is due to the celebration of religious festivals. The school works closely with the educational welfare service and a number of families have been referred for further action.

Exclusions

There have been no exclusions in the previous academic year and none during the current year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is good. Teaching is good and pupils learn well. The curriculum is good and there are effective arrangements for pupils' care, guidance and support. The partnership with parents and the wider community is also good.

Teaching and learning

The quality of teaching and learning is good and assessment is satisfactory. This is much the same as at the previous inspection and the school deserves credit for maintaining such a standard despite a high turnover in teaching staff.

Main strengths and weaknesses

- Teaching and learning in the Nursery and Reception classes is good and often very good.
- Teaching of dance is very good.
- Learning support assistants make a particularly valuable contribution and work closely with teachers.
- The skills of literacy and numeracy are not taught consistently through other subjects and ICT is not consistently used to support pupils' learning.

Summary of teaching observed during the inspection in 33 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	11 (33%)	13 (39%)	7 (21%)	2 (6%)	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.

Commentary

14. Because the school is located close to central London, the turnover in teaching staff is much higher than is usual. In addition, the school has three teaching posts covered on a temporary basis. However, the headteacher and her deputy are determined that the quality of pupils' learning should remain as high as possible. Through a combination of monitoring lessons and direct support in class, they have enabled the quality of teaching and learning to be maintained at the levels noted in the previous inspection.
15. In the Nursery and Reception classes, children make good progress in learning to communicate, often from a starting point of having very little understanding of English. They readily engage in the activities and work productively. When working alone, they concentrate well and enjoy the many opportunities to work with each other. This is because teaching is always good and often very good. The teachers and their assistants have a very good knowledge of how young children learn best. They plan very carefully ensuring a good

balance across all six areas of learning and, through careful observations, assess the stage children reach so they can plan further work. The atmosphere is friendly and purposeful and enables children who are new to the country as well as to school to settle quickly.

16. In Years 1 to 6 teaching is also good, with half of lessons being good or very good together with some weaknesses in lessons otherwise judged to be satisfactory and a small amount of unsatisfactory teaching. Pupils continue to build on the good habits established earlier and usually work productively. They show good concentration for most of the time and, when faced with inspiring teaching, develop their ideas and make rapid gains in their knowledge and understanding. This is because teachers plan effectively and identify clear objectives for their lessons. Literacy and numeracy are well taught in English and mathematics lessons and science lessons give good emphasis to scientific investigation. All pupils are treated with respect and valued and the wide variety of cultures and ethnic backgrounds is recognised. Behaviour is usually well managed and pupils are quickly engaged.
17. Weaknesses are few and occur when the teacher does not have a sufficiently good understanding of the subject matter and how it can be best taught. In addition, some weaknesses occur in lessons otherwise judged to be satisfactory because pupils are not quickly settled and the flow of the lesson is not brisk enough.
18. Whilst the skills of literacy and numeracy are taught effectively in English and mathematics lessons, the extent to which work in other subjects is used to develop these skills is not consistent. The same is true of ICT; opportunities are not consistently taken to use it to support pupils' learning in other subjects. However, teachers' own use of ICT is good, with the interactive whiteboards in classrooms being used to good effect.
19. The contribution of learning support assistants is a very strong feature of the school. Whilst many teachers are new to the school, the support staff has remained stable. Whether undertaking general classroom support or working with pupils with SEN, they work very well in partnership with the teachers and have a high degree of knowledge and understanding about the pupils. This high quality of team-work is a key factor in enabling pupils to work productively and with appropriate levels of challenge and expectation.
20. Teaching for pupils with English as an additional language is well organised. The designated teacher for English as an additional language plans activities in conjunction with the class teachers. She focuses her teaching on small groups of pupils who are at an early stage of learning English. Clear targets for language and learning are identified and pupils' progress towards these targets is regularly monitored. The pupils work alongside their classmates, often supported by teaching assistants, who help ensure that pupils fully understand what is expected of them. Teachers provide pupils with good opportunities to speak and listen and encourage them to participate in whole-class and group sessions.
21. Dance is taught particularly well. The school engages a specialist teacher whose subject knowledge and level of performance are very good. This inspires pupils to be imaginative, work with intense physical effort and reach better than expected standards. It also provides a very good model for teachers who participate in the lessons and support individuals and groups in developing their sequences of movement.
22. Assessment is satisfactory. It is good in the Nursery and Reception classes and there are some good examples in other parts of the school. For example, pupils complete "mind maps" of what they already know so that teachers can build on this knowledge. There are also good examples of marking which gives pupils a clear idea of how well they have done and what they need to do to improve. Such high quality is not always the case and the deputy headteacher is leading work to achieve greater consistency.
23. The teaching for pupils with SEN is good. Small group work is intense and challenging, enabling pupils to make very good progress. In class lessons, teachers and support assistants ensure that work is challenging enough to meet the targets in their individual plans.

The curriculum

The school provides a broad and balanced curriculum that meets the needs of pupils and provides very good opportunities for enrichment. There is a good range of extra-curricular activities. Accommodation is good and resources are satisfactory.

Main strengths and weaknesses

- The school very effectively ensures that all pupils have access to the curriculum.
- The staff make very good provision for pupils who speak English as an additional language.
- The school provides very well for pupils with SEN.
- Pupils' literacy, numeracy and ICT skills are not sufficiently developed in other subjects.

Commentary

24. The curriculum meets statutory requirements and has improved since the previous inspection. The teaching of religious education is based on the locally agreed syllabus. Sex and relationships education and the use and misuse of drugs are effectively covered in the school's personal, social, health and citizenship programme, which helps to promote responsible attitudes. The school ensures that pupils have access to a full physical education programme in spite of the restrictions of its outdoor provision.
25. The curriculum for children in the Foundation Stage is good and has improved since the previous inspection. The daily programme of purposeful activities is well planned to develop children's enthusiasm for school and enables them to make good progress in their learning.
26. The school has adapted the nationally recommended guidelines for subjects to ensure that pupils do not repeat the same work from year to year and that they build progressively upon their knowledge, skills and understanding. Teachers make satisfactory use of the literacy and numeracy strategies to plan work to meet the diverse needs of pupils but the key skills of literacy, numeracy and ICT are not sufficiently well developed in other subjects.
27. The curriculum is enriched through visits and visitors to school and pupils say that they particularly enjoy these occasions. The school makes very good use of the locality to interest and motivate the pupils. Regular excursions to local museums, art galleries and the library support the curriculum well. The range of extra-curricular clubs has improved and these are popular with pupils of different ages and interests. Older pupils benefit from regular swimming lessons; qualified coaches are used on occasion to improve pupils' sports skills, and the school takes part in a number of sporting events organised locally. The annual residential visit for pupils in Years 5 and 6 contributes positively to pupils' personal and social development and extends their learning.
28. This is an inclusive school and all staff work hard to meet the needs of individual pupils. The high proportion of pupils who speak English as an additional language are supported very well and this is reflected in the high standards many of them attain by the time they leave the school. There are good opportunities to celebrate differences and to value the contributions of others. This helps to promote respect and understanding of diverse cultures, languages, faiths and ethnic groups. The pupils are tolerant of others and welcome new children warmly when they arrive at various times of the year. They are keen to help them settle into the school's routines and act as 'buddies' and translators. There are good links with the local education authority and other support agencies which help ensure that new pupils are well provided for.
29. The provision for pupils with SEN is very good. There is a very good programme of support for these pupils, which has a significant impact on their progress. Their individual education plans contain clear objectives, which are regularly reviewed and shared with pupils and their

parents. Pupils with Statements of Special Educational Needs receive particularly good attention and the caring, individual support given to them by teaching assistants is very effective and enables them to join in all activities.

30. Staffing levels are very good and the teachers and support staff form an effective team. The match of teachers and support staff to meet the demands of the curriculum is satisfactory. Training is used well to enable teachers to improve the quality of education. Support staff make a valuable contribution to pupils' learning. The school's accommodation is good and well cared for. Resources in reading, mathematics and religious education are unsatisfactory. In other subjects they are satisfactory.

Care, guidance and support

The school has a caring ethos, is fully inclusive and shows concern for every individual. Arrangements for pupils' welfare, health and safety are good. The provision of support, advice and guidance, based on monitoring, is good. The involvement of pupils through consultation and seeking and acting on their views is very good.

Main strengths and weaknesses

- The school council enables pupils to air their views and to share their ideas with adults in the school.
- The school provides a very high level of support for pupils, including those with SEN and pupils from ethnic minority groups.
- There is effective support for pupils through the Behaviour Improvement Programme.

Commentary

31. The ethos of the school is both friendly and caring. Parents agree that staff provide good support for all pupils and especially those with SEN and those with English as a second language. The school is fully inclusive and every individual is cared for with sensitivity. Care is taken to ensure that new pupils settle in quickly and easily. When children start in the Nursery, parents are encouraged to stay on so that they become familiar with both the staff and the learning environment. The school makes good provision for pupils' health and safety and promotes strongly healthy eating. It expects to achieve the Healthy Schools award in the near future. In order to ensure pupils live and work in a safe environment, the school carries out an annual audit in collaboration with the local authority. There are also regular fire drills. The procedures for child protection are good and all staff have been trained appropriately. The academic performance and personal development of individual pupils is monitored carefully and reports to parents keep them well informed about their children's progress in school.
32. Pupils with SEN, and those who have English as a second language, are integrated well into the school. Teaching and support staff know the pupils well and work as a team to promote pupils' welfare and make them feel safe and secure. Pupils feel that staff treat them fairly and that there is always an adult in the school they can turn to if they are worried. The school council meets regularly and gives pupils opportunities to air their views and sometimes to initiate changes. For example, issues related to school lunches were being discussed at the time of the inspection. There is effective support for particular pupils through the Behaviour Improvement Programme and their parents are involved constructively. A strong feature of these programmes is the emphasis placed upon improving the quality of their learning.

Partnership with parents, other schools and the community

The partnership between school and parents is good. Links with the community are good and there are satisfactory arrangements with other schools.

Main strengths and weaknesses

- The school consults well with parents over school policy.
- Information to parents is very good.
- The school involves parents well in pupils' learning.
- The school makes good use of the community to support the curriculum.

Commentary

33. The school works very closely with parents and has the confidence of all the communities it serves. This is clearly seen in the level of dialogue between staff and parents at beginning and end of each day. The school consults parents widely over school issues, for example through a questionnaire at the end of each year for feedback on how well the year has gone. Interpreting responses from such a wide range of cultures and languages is made easier with parent representatives for each class, who provide a network for information and support among the other parents. Coffee mornings have also encouraged the involvement and expression of views by parents whose first language is not English. The school, in turn, responds well to parental need, such as in the support it gives to parents to make informed choices about secondary schools.
34. The quality of information to parents is good because of the thoughtful way information is presented. Formal publications such as the school prospectus and the annual report of the governing body are detailed and contain useful information beyond that required by law. Parents also appreciate the frequency of newsletters. The school is conscious that many parents have a limited command of English and designs its style of communication accordingly. Reports on pupils' progress are very good in this respect because they combine text with a graphical format. They give a very clear idea of how well pupils are doing, especially in English, mathematics and science. Targets for improvement are set out clearly and include information on how parents can give support.
35. The school makes very clear to parents the value of their support in pupils' learning. Parents are successfully encouraged to get involved with work at home and they initial when work is completed. They are provided with curriculum information at the beginning of each term to help plan the support they can give. There are good arrangements for parents of pupils with SEN and every effort is made to involve them and keep them well informed. The school has developed a data-base of skills that parents are able to offer so that help can be called on when most needed, for example in the good response for help with a design and technology project. There is also a regular group of helpers in the classroom. A dual language library for parents supports other languages.
36. Good use is made of a broad range of opportunities within the community to support programmes of learning. Visits to the major national museums of science and natural history and to particular places of relevance, for example, Leighton House, add considerable enrichment to the curriculum. Specialist speakers visit the school to speak to pupils, such as scientists from the Imperial College, a dance teacher, artists and story-tellers. There is also a good range of speakers from local agencies, such as the police, fire and health services. Pupils are involved in community events, such as music festivals and the Thames Festival.

LEADERSHIP AND MANAGEMENT

The school is well led and managed. The headteacher provides very good leadership and is very well supported by the deputy headteacher. Other key staff provide satisfactory support. Management is effective. The governing body fulfils its responsibilities well.

Main strengths and weaknesses

- The headteacher provides very good leadership.
- The deputy headteacher provides very good support for the headteacher and co-ordinates provision for SEN and assessment procedures very well.
- The progress and performance of particular groups of pupils are not monitored closely enough.
- The school is well managed.
- The governing body has a clear understanding of the school and is effective in fulfilling its roles and responsibilities.

Commentary

37. The headteacher has been in post for just over a year. In that time she has set a very clear vision for the development of the school and has very high aspirations and expectations for what the school can achieve. She has a sharp insight into the learning needs of pupils who come from a wide variety of ethnic backgrounds and for whom English is an additional language. Under her leadership, the ethos of the school positively welcomes such diversity and all pupils are very successfully included in its life and work. This is best illustrated by the overall performance of the school. From starting with below average attainment, particularly communication, pupils have gone on to achieve results that are better than those seen nationally by the time they leave the school. This has been achieved through a determined focus on the quality of teaching and learning, which the headteacher monitors very rigorously. She also has a very good understanding of the strengths and weaknesses of the school - her own evaluation of the work of the school very closely matches the inspection findings - and what it needs to do to get better.
38. The headteacher is supported very well by the deputy headteacher; they are a very strong partnership who work closely together and provide very good role models for staff and pupils. The deputy headteacher co-ordinates provision for SEN very well. She is also in charge of introducing new assessment procedures to set challenging targets for each pupil and track their progress towards them. She is also aware that the school has no means of analysing the performance and progress of particular groups of pupils and has a clear plan to address this weakness. Her own teaching is of very good quality and she is effective in coaching and mentoring teachers new to the school.
39. The headteacher and deputy headteacher are appropriately supported by other key staff. There is a framework and clear expectations for the role of subject co-ordinators. However, because of the high turnover in teaching staff, most are new in post or hold temporary responsibilities and have not had sufficient time to have full impact on subjects they are responsible for. There has been notable work done. For example, the literacy leader has ensured that the national strategy has been successfully introduced. The science leader has ensured that the skills of scientific investigation – a weakness in the previous inspection – are now well established. The subject leader for ICT, in her third year in post, is very well aware that standards in ICT are below average and that ICT is not used well enough in other subjects. She is included in the school's leadership team for the current year in order to give priority to achieving the required improvements.
40. The school is managed well. Recruitment of staff is effectively achieved and new staff are well supported. The employment of an additional teacher means that all staff have appropriate time for planning and preparation and the school is well placed to meet recent government reforms for managing the workload of teachers. Arrangements for performance management are good and there is a good programme for training and development.
41. The governing body is well organised and takes its roles and responsibilities seriously. It has a good understanding of the challenges the school faces and is strongly committed to ensuring that the many and varied needs of its pupils are fully met. It is aware of the performance of the

school and the need to sustain the strong position it has achieved in National Curriculum tests but is also concerned to ensure that this is achieved in the best way possible. The curriculum committee provides good scrutiny of the school's processes for developing its curriculum.

42. The school's financial affairs are managed appropriately and the school is well resourced, apart from some minor issues, and staffed. Funding from specific grants for ethnic minorities and improving behaviour are used well. The balance being carried forward appears too high but includes committed expenditure not spent before the accounts were closed making the actual figure carried over less than £30 000. The principles of best value are understood, for example, the money spent on providing specialist dance teaching is carefully considered against its contribution in adding a further dimension to enable pupils to communicate and its positive impact on the ethos of the school. Expenditure per pupil is higher than average but is used well in meeting the needs of a diverse roll of pupils. The school provides good value for money.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	965 310
Total expenditure	941 494
Expenditure per pupil	4707

Balances (£)	
Balance from previous year	75 870
Balance carried forward to the next year	99 686

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Nursery and Reception classes is **good**, the strengths noted in the previous inspection have been maintained and provision for outdoor play has been improved. Many children are reported as entering school with very limited knowledge of English and have not previously been separated from their parents. Children achieve well in all areas of learning because their needs are assessed carefully and teaching is always good and sometimes very good. They make good progress towards the Early Learning Goals although the majority are unlikely to attain the expected standard for five-year-olds, especially in communication, language and literacy. All staff, in both the Nursery and Reception classes work well together in setting high standards for children to model and in creating a friendly and purposeful learning atmosphere. The accommodation for both the Nursery and Reception classes is very good with direct access to a dedicated outdoor area. This area is used particularly well for the teaching of all areas of learning. Very good records are kept to track progress and the information is used well to ensure that activities are well planned to provide appropriate challenges for the children throughout the Foundation Stage. The newly appointed co-ordinator is providing good leadership in the well-planned curriculum, which is imaginative, well organised and resourced.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are happy and confident. They demonstrate good relationships with each other and the adults who are supporting their development.
- Children are given opportunities to achieve and most are making good progress towards achieving their goals.

Commentary

43. All the children in the Reception and Nursery classes are well cared for and supported to help them to achieve well. The younger children in the Nursery are introduced to routines of taking the register, doing the class calendar and learning how to take turns at popular areas, like using the computer. These beginnings are built upon in the Reception class where pupils are encouraged to be independent in thinking about and planning their own activities. In circle time they learn the rules of taking part in discussion. For example, in one lesson, Reception children were learning to think and talk about 'What makes us smile?' They also enjoy taking responsibility, such as helping to clear up in the classroom or the equipment outside. The high expectations of the adults, and the good opportunities provided, help the children to make good progress towards the expected goals. The overall quality of the teaching is good or very good, an improvement since the time of the last inspection.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Planning and teaching are good and often very good and include effective questioning.
- Opportunities to develop speaking and listening skills are built into the beginning and end of lessons.

Commentary

44. Children in both the Nursery and Reception achieve well and make good progress towards the expected standards. Teaching and learning are good and, as a result of carefully planned activities, children develop their vocabulary as they answer questions about the weather and the use of the class calendar. For example, in one lesson in the Nursery, the children were learning sounds as the teacher took objects from a bag. In another lesson in the Reception class, the children were linking sounds to letters of the alphabet using the interactive whiteboard. An extension to the activity involved linking letters to children's names before writing them down. Good use was also made of a big book to identify capital letters.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- The well-thought-out practical activities ensure that early number work, shape and space are taught well.
- Children achieve well as a result of good quality teaching.

Commentary

45. The activities that children undertake promote their mathematical understanding well. For example, in the Nursery, children develop their ideas of shape by completing a puzzle and jigsaw of a fire engine, and they count objects they use in their play activities. They tap and clap 0–10 using a number line-board and use songs to help count up to five. Effective use is made of a wide range of resources, including number lines, numeral cards, dot cards and containers with 1–10 spots. In the Reception class the planning of lessons ensures that children make good progress in counting 0–10, developing their understanding of shape and measures and adding one more as well as counting and comparing

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Effective use is made of classes in Life Education provided by the local authority.
- There is a good variety of activities to promote and sustain children's interest.

Commentary

46. Activities that introduce and reinforce the use of ICT and those that encourage exploration and investigation are well planned in the Nursery and Reception classes. The Reception class visits the ICT suite in the school and children are quite confident using the interactive whiteboard in the classroom. The visit of a mobile "Life Education" classroom enabled children to learn how the body works, discuss matters of personal safety and begin to understand personal responsibility for health. Good teaching and effective help from support staff lead to good achievement.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Regular outdoor activities support children's physical development well.

Commentary

47. Teaching in physical development is good and this is an improvement since the time of the last inspection. Staff make very good use of the outdoor area, which has good facilities and a wide range of equipment. It includes a defined track for using large toys and tricycles, climbing frames and balancing bars. At the same time, children can visit the sensory area to explore smells and the 'feely box', which houses a range of materials, for example cones. There is also a garden area where children have planted seeds and plants for observation and growth. Under the covered areas, there are opportunities for role-play, reading and writing. Inside the classrooms there are good opportunities to develop hand and eye co-ordination and to handle tools and materials, for example in the sandpits.

CREATIVE DEVELOPMENT

48. Creative development was sampled during the inspection. There is a good standard of creative artwork in Reception. Children work creatively on a large scale and manipulate materials to achieve a planned effect. For instance, there were good examples of children's work using yellow and red paint to make patterns on black paper. They have drawn crayon portraits after close observation of themselves. Children in both the Nursery and Reception use the colour magic program on the computer and interactive whiteboard in Reception. One group of children were colour mixing and were aware that when you add white to blue it makes it lighter and that black makes it darker. Similarly, they knew that the sky is 'dark' at night and 'light' during the day.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**. Improvement since the previous inspection has been good. Results in national tests in Year 2 and Year 6 have significantly improved, although there is still a need to improve standards of writing.

Main strengths and weaknesses

- Standards in writing are unsatisfactory.
- There is very good support for pupils who are learning English as an additional language.
- Pupils with SEN make good progress.
- Good emphasis is given to developing pupils' speaking and listening skills.
- There are insufficient opportunities for pupils to practise their writing skills in other subjects.
- Pupils read from too narrow a range of books.

Commentary

49. Most pupils join Year 1 with below average English language skills. Many have a limited vocabulary and little understanding of the structure of English. They make good progress as they move through the school and by Year 6 pupils' speaking and listening skills are in line with national expectations. Their speech is fluent and they are confident when they talk to their friends or address a wider audience. This is because pupils are given good opportunities to practise their speaking skills in pairs with their 'talk buddies', in small groups, led by

teaching assistants who encourage them to talk and listen to the opinions of others, and by the good opportunities they are given to address a wider audience through assemblies and school performances. Many pupils who are at the early stages of learning English are helped to develop their understanding through 'signing' and there are good examples of teachers modelling language effectively, for example through the use of puppets in Years 1 and 2. A significant number of these pupils make very good progress and achieve very well. Throughout the school staff have good relationships with their pupils and help them to develop confidence in their speech. They promote technical vocabulary effectively and encourage pupils to follow suit. They provide good opportunities for pupils to report back at the end of lessons 'Hot seating' when a pupil assumes a role, and other pupils question the character, and drama are used extensively in Years 3 to 6 to develop pupils' oral skills.

50. Standards observed during the inspection indicate that, at this early stage in the year, pupils in Year 2 attain below average in reading and writing. In Year 6 standards in reading are in line with those expected but are below average in writing.. When compared with their below average attainment on entry to the school pupils, achieve well. This is because the school gives specialist support to pupils who are learning English as an additional language and pupils with SEN have clear targets, which they are helped to reach through very good adult support and intervention. Pupils in Years 3 and 4 make particularly good progress in developing their literacy skills because teaching is consistently good.
51. The systematic teaching of new words and letter sounds in Years 1 and 2 is helping pupils to read accurately and pupils are beginning to identify rhyme. However, they have few strategies to deal with unfamiliar words and their understanding is weak. More able pupils in Year 2 are enthusiastic readers who read accurately with fluency and expression. They understand the difference between fiction and non-fiction and how to locate information using the contents and index. However, many pupils' reading experiences are restricted. They read from a narrow range of books drawn from the school's structured reading scheme and their knowledge of books and authors is limited. Pupils in Year 6 read accurately but the inability of some pupils to scan text restricts their fluency and expression. The more able pupils are confident readers who can discuss their texts but the books that they are currently reading are too limited in scope. They do not present pupils with sufficient challenge or include the work of significant authors. A few pupils choose more challenging books from the local library. This broadens their range of reading and increases their vocabulary, which has a positive impact on the quality of their writing. Most pupils know about the structure of non-fiction books and more able pupils understand how books are classified.
52. The development of writing is a current priority and the school has introduced a number of initiatives to improve it. These include the use of assessment to set targets to improve pupils' work and the introduction of booster classes to raise attainment in Year 6. An examination of the work of pupils who were in Years 2 and 6 last year indicates there was some improvement and a few pupils were working at a higher than expected level. Currently, more able pupils in Year 2 write short pieces or single sentences. They generally punctuate them correctly and spell simple words accurately. Many pupils, however, are still striving to express themselves clearly in writing. Before they write the teacher encourages them to rehearse their sentences orally and this is helping some pupils to write more confidently. Pupils make satisfactory progress in writing when adults work with them, however, many pupils find it difficult to concentrate when adults do not closely support them. In Years 3 to 6, pupils are making satisfactory progress in developing their writing skills and there is evidence of some good progress in Years 3 and 4. A few more able pupils in Year 6 write interesting stories, which engage the reader's attention, with good descriptions and an imaginative vocabulary. However, much of the pupils' writing shows a lack of clarity and weak sentence construction and pupils' limited vocabulary and breadth of reading experience often impede their ability to make choices about their writing styles. Not enough use is made of ICT for drafting and editing writing. Most pupils write in a legible joined hand but writing styles are not consistent and many pupils forget to use punctuation. Spelling is weak.

53. Teaching and learning are good overall. Strengths include:
- lively lesson introductions with clear learning objectives which are reviewed at the end of lessons and help pupils identify the gains they have made in their learning;
 - good use of role-play which encourages pupils to develop their speaking and listening skills
 - teachers use the interactive white boards well to engage pupils in learning.
- Where teaching and learning are less successful teachers do not expect enough of pupils, independent work does not build upon whole-class work at the beginning of the lessons and work is not well matched to pupils' abilities. Sometimes, there is an overuse of exercises, which restrict creativity.
54. Marking is supportive and there are some good examples of teachers commenting on how pupils can improve their work but this is not consistent throughout the school. The subject co-ordinator is strongly supported by the headteacher, who is the co-ordinator for English as an additional language, and the deputy headteacher who is the special educational needs co-ordinator. Together they give good subject leadership. Teachers' lessons have been monitored, pupils' work analysed and good training opportunities organised for staff. The school has identified strengths and weaknesses in provision and as a result has a clear overview of how the subject can be improved further. Resources are satisfactory but there is a need to provide all pupils with a greater range of quality fiction.

Language and literacy across the curriculum

55. Role-play and drama are used effectively to encourage pupils to extend their language and to communicate with others and technical vocabulary is promoted well in all subjects. However, there are too few opportunities for pupils to apply and improve their writing skills in subjects other than English and limited examples of older pupils using their research skills to find out about the topics they are studying.

MATHEMATICS

The provision in mathematics is **satisfactory**. Improvement since the previous inspection has been good. Results in national tests in Year 2 and Year 6 have significantly improved, although pupils do not use and apply their mathematical skills well enough.

Main strengths and weaknesses

- Pupils with SEN and those with English as a second language achieve well because of the quality of support they receive in lessons.
- Teaching and learning are good overall because of the quality of teamwork involving class teachers and the additional teaching support provided in most lessons.
- There is no systematic plan to ensure the use of numeracy skills across the curriculum.
- Standards in respect of using and applying basic mathematical skills are underdeveloped.
- Some use is made of ICT in lessons but it is not used consistently across the school.

Commentary

56. The standards of work observed during the inspection indicate that the standards achieved by pupils in Year 2 are below the national average, but pupils in Year 6 are close to the national average at this early stage of the year. There were no significant differences between the achievements of boys and girls. These findings indicate that pupils make good, and sometimes very good, progress as they move through the school and pupils of all abilities and ethnic backgrounds achieve well. Good progress has also been made since the time of the last inspection, particularly in Years 1 and 2, due to the high level of active support provided by the headteacher and the deputy headteacher.

57. By the time pupils reach Year 2, they gain a good understanding of addition and subtraction and of splitting simple sums of money. They develop their ideas of estimation and measure length using rules and hand span. Most recognise a range of shapes, including squares, circles and cubes, and are able to measure in centimetres. Pupils are given some opportunities to apply their mathematical skills to solve problems with support but this aspect requires development. In the lessons observed, pupils achieved well because of the very high level of support provided. For example, in one lesson observed in Year 2, pupils with SEN and those with limited English language skills were all getting specific support with their learning.
58. By Year 6, pupils have made good progress in their understanding of number as well as exploring space, measures, shape and handling data. They use fractions, decimals and percentages with confidence and can solve simple problems. For example, they correctly answer questions, such as, 'how many $\frac{1}{4}$ s in 24?' and can explain the value of any digit in a decimal fraction. In a Year 6 lesson, pupils were carrying out a number investigation involving consecutive numbers. By the end of the lesson the majority of pupils understood the rule that when you multiply an odd and even number the answer will be an even number. Pupils competently used calculators to support their investigation.
59. Pupils are provided with some opportunities to apply their mathematical skills in a variety of contexts because this aspect has been identified as weak in tests. The current emphasis upon this aspect should be strengthened to ensure that most pupils can devise strategies to solve problems unaided. Some effective use of interactive whiteboards helps pupils' learning, but ICT is not generally used enough to help to improve pupils' standards.
60. Teaching and learning are good overall but there is a wide variety in the quality which relates directly to the levels of support available to focus upon the diversity of pupils' needs. Key features are:
- well-planned and structured lessons with the work adapted to meet the specific needs of pupils;
 - good questioning and answer sessions at the start of lessons to encourage pupils to recall and explain reasoning;
 - lessons which are stimulating and challenging to all abilities and good relationships;
 - in the weaker lessons, the pace is slower because class discussions are too long and some pupils lose concentration;
 - marking which is good and homework that is used well to extend pupils' learning.
61. The management of the subject is satisfactory. The co-ordinator has only recently taken up her post and has clear ideas about the development of her role including an audit of subject resources and monitoring lessons. It is also her intention to improve the assessment and tracking procedures to include data for the different ethnic groups in the school.

Mathematics across the curriculum

62. There are some good examples of the use of mathematical skills in other subjects where individual teachers have used pupils' numeracy skills to extend their learning. For example, in Year 3 pupils used timelines in history, and they have also used their mathematical knowledge of shape and spatial awareness to complete mosaics in art and design. In science, pupils in Years 4, 5 and 6 constructed graphs and tally charts and measured time and length. However, there is no overall systematic plan to ensure the development and use of number and mathematical skills in subjects other than mathematics.

SCIENCE

Provision in science is **good**. Improvement since the previous inspection has been very good. Results in national tests have been significantly improved and the skills of scientific enquiry are well taught.

Main strengths and weaknesses

- Results in National Curriculum tests for Year 6 have been sustained at a high level.
- Strong emphasis is given to the practical skills of scientific enquiry, a significant improvement from the previous inspection.
- Teaching is very good in Years 3 and 4.
- Literacy, numeracy and ICT skills are inconsistently applied.

Commentary

63. In national tests for Year 6, pupils have performed very well. Since 2001 results have been well above the national average and are very high compared to similar schools. Results in national tests for Year 2 are not as high because many pupils are still gaining proficiency in English. However, considering attainment on entry pupils' achievement is good. Work seen during the inspection confirms this picture. Pupils in Year 2 can make simple electrical circuits and more able pupils include switches and can explain why a short circuit occurs. They can test the properties of particular materials and note that water can change into ice or steam and back into water. They are beginning to understand the principles of a fair test. In Year 6, pupils have a wide knowledge and understanding. For example, pupils have investigated forces including magnetism and gravity and can explain how the particular force acts.
64. The previous inspection was very critical of the lack of opportunities for pupils to acquire the skills of investigation and experiment. This is no longer the case; indeed this aspect of science is now good. Lessons seen in Years 3 and 4 provided very good opportunities for pupils to investigate the rocks and soils and air resistance. Year 4 pupils showed great concentration in working in groups. They could explain how the test was fair, measured the time it took an object to fall with a digital stopwatch and carefully recorded their results. At the end they drew appropriate conclusions relating to surface area and air resistance. Work in pupils' books also indicates that this aspect of science is regularly covered.
65. Teaching and learning are good overall and particularly good in Years 3 and 4. Here, the teachers have very good subject knowledge, which allows lessons to be planned in detail. A very good exposition enabled Year 3 pupils to recap their knowledge of rocks and soils. They confidently used terms such as 'igneous', 'erosion' and 'permeable' before they went on to design an experiment to test out how quickly water would pass through various samples of soil. In Year 4, pupils tested out the effects of air resistance. The practical part of the lesson was very well organised and pupils worked with great concentration in making sure the tests were fair.
66. In both these lessons there were good opportunities to develop literacy and numeracy skills. Year 4 pupils used calculators to find the average time taken for an object to fall to the ground and a display of reference material provided opportunities for Year 3 pupils to undertake further research into rocks and soils. Both teachers used the interactive whiteboard very well, demonstrating the use of ICT skills and Year 4 pupils made good use of digital stopwatches. However, these opportunities are not identified in teachers' plans and not consistently evident across the school. Pupils' work from last year showed, for example, that Year 2 pupils completed a lot of worksheets, limiting the extent to which they could use literacy skills. Similarly, opportunities to include ICT are not taken.
67. The subject leader has done much to ensure that science provision is good. Issues from the previous inspection have been fully addressed and she has used recent training to introduce a new format for planning. She has good understanding of strengths and weaknesses based on her monitoring of pupils' work and teachers' planning and is aware of the need to improve the use of ICT.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **unsatisfactory** and improvement since the previous inspection has been unsatisfactory.

Main strengths and weaknesses

- Standards in Year 2 and Year 6 are below average.
- Pupils' achievement is unsatisfactory.
- The school has identified ICT as a priority for development.

Commentary

68. Although the school follows national planning guidelines, the key elements of the programme of study are not covered in sufficient depth. The good start made in the Nursery and Reception classes is not built on and standards in Year 2 and Year 6 are below average.
69. Pupils in Year 2 know that information can be stored in a variety of forms and in a lesson made a start on framing questions to create a binary tree. However, they were not secure in organising and classifying this information. They can operate desktop controls confidently enough. For example, two pupils worked briskly through a program to practise their spelling skills. However, there is little evidence of pupils using ICT to generate, record or present their work in different forms.
70. Pupils in Years 3 to 6 can enter, save and store their work and can use ICT to create art work, for example using paint programs. Initial work has been done on using ICT to search for information on CD-ROM and the Internet and Year 4 pupils have studied the use of databases. Year 5 pupils are using spreadsheets to compare costs and are using devices such as AutoSum to add up columns of figures. So, whilst a number of key aspects are touched upon, there is not a systematic build up of knowledge and understanding and the majority of pupils do not have the breadth or depth required.
71. Two lessons were observed, both of which were satisfactory. Clear objectives were identified in the plans and the teachers' own use of ICT provided an appropriate model for children. Teachers have a good range of resources at their disposal. There is a suite of computers and computers in each classroom. Each classroom is also equipped with an interactive whiteboard. This latter facility is used well but the bulk of the ICT resources could be utilised more fully.
72. Both the headteacher and the subject leader recognise that pupils should achieve more than they do and that standards should be better. The subject leader is joining the school's leadership team this year and a concerted effort at improving standards is planned. This is timely since pupils' performance in other aspects of the curriculum suggests they are capable of more than they are currently achieving.

Information and communication technology across the curriculum

73. There are examples of pupils' using ICT well to support learning in other subjects. For example, in a Year 4 science lesson, pupils used digital stopwatches to provide accurate timings as they investigated the effects of air resistance. Work in their books also indicated the use of graphs to present information.
74. This and other such examples exist but there is not a consistent pattern and the extent to which ICT is used to support pupils' learning is unsatisfactory. Yet the teachers themselves provide good models in using ICT. For example, in a very good Year 3 lesson, the teacher had prepared a lively presentation on evaporation, including photographs taken with a digital camera, which enabled pupils to extend their understanding. However, teachers' plans often

miss opportunities to include ICT at appropriate points. Each class is timetabled for a weekly session in the computer suite. However, its use for the application of skills across other subjects has not been monitored and the evidence from the inspection suggests it is not used as well as it might.

HUMANITIES

75. As it was not possible to observe any lessons in geography or history there is not sufficient evidence to make firm judgements about provision or standards. However, inspectors spoke to teachers, sampled work and scrutinised planning documents.
76. In **geography**, there is a clear curriculum map which sets out the topics to be covered during the school year for each year group. For example, the topic for Year 2 is 'Passport to the World', which sets out clearly the learning objectives, teacher activities and learning outcomes. For example, pupils study their own locality and recognise that there are other localities beyond their own. They develop an appreciation that food comes from all over the world and are required to identify certain places on the world map. Year 6 pupils focus on the topic of rivers. They consider the flow of the river and the towns and cities by the sides of rivers and how they impact on the surrounding environment.
77. There is a similar curriculum map for **history**. Year 2 pupils study topics related to Remembrance Day, the Fire of London and Florence Nightingale. Year 5 pupils study the life of a famous person and explore aspects of Tudor Times. Year 6 pupils focus upon the Victorian era.
78. The curriculum for both geography and history is based upon national guidelines and is well planned to appeal to pupils' interests. However, there is little evidence to show how ICT is used to support learning in these subjects.

Religious education

Provision in religious education is **satisfactory**. Improvement since the previous inspection has been satisfactory.

Main strengths and weaknesses

- Respect for different faiths and beliefs underpins all teaching and learning activities.
- Pupils have positive attitudes to learning about different religions.
- Teachers use too many worksheets for pupils to record their work and this limits the opportunities for them to write independently and creatively.

Commentary

79. Pupils' achievements are satisfactory overall, and standards in religious education are broadly in line with those identified by the locally agreed syllabus. This is similar to the findings of the last inspection.
80. No lessons were observed in Years 1 and 2 and a limited amount of written work was seen. Pupils in Year 1 learn about similarities and differences between themselves and others and they understand and appreciate the value of considerate behaviour such as caring for one another and helping. Pupils in Years 1 and 2 are familiar with some of the festivals of various faiths, which they celebrate at the appropriate times.
81. In Years 3 to 6, pupils achieve well. They have a satisfactory knowledge of aspects of Christianity, Judaism and Islam and a minority of pupils in Year 6 demonstrate a good understanding of what is involved in belonging to a faith community, identifying some of the similarities and differences in places of worship, festivals and holy books. Pupils know that

religious faith is important to some people and that their religion has an impact upon their lives and on their communities. They develop their understanding of the importance of symbols and signs. They know some of the practices of different forms of worship and the food, clothing and music associated with them. In a Year 3 lesson, the teacher used the interactive whiteboard very effectively to summarise a session by constructing a “virtual” visit to a church. Most pupils show a willingness to learn about religions other than their own and share their personal experiences. In a Year 6 lesson, a group of confident Muslim pupils gave detailed descriptions of their preparations for Ramadan.

82. Two lessons were observed, one in Year 3 and one in Year 6. The lesson in Year 3 included well-planned independent activities that encouraged pupils to respond to the lesson in a variety of ways, for example, by performing plays, writing diaries and sequencing pictures. In Year 6, pupils were not clear of what was expected of them. Not all pupils contributed appropriately to the lesson because the teacher’s own subject knowledge was unsatisfactory.
83. Assemblies and school themes make a strong contribution to this subject. At present the school is celebrating ‘Black History Month’ and during one assembly pupils performed a creation story from Benin.
84. The co-ordinator has been in post for five weeks. She has conducted an audit of resources. There is a lack of artefacts and at present there are few links with the different places of worship.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

85. As it was not possible to observe any lessons in art and design, music or design and technology there is not sufficient evidence to make firm judgements about provision or standards. However, inspectors spoke to teachers, sampled work and scrutinised planning documents.
86. In **art and design** appropriate attention is given to developing pupils’ basic skills in drawing and painting and there are strengths in the use of three-dimensional work. Pupils in Year 6 have some knowledge of the techniques used by Van Gogh, Monet and Seurat. Particularly good examples of textiles inspired by a visiting artist are displayed around the school. Pupils benefit from visiting artists, who enable them to experiment with a wide range of techniques.
87. Pupils listen to a range of **music** during assemblies. They sing enthusiastically, with a good sense of rhythm and enjoy hymn practices, especially when they are practising their songs to perform for others. They have good opportunities to learn a range of musical instruments and to take part in school productions.
88. The curriculum for **design and technology** is based on national planning guidelines and provides appropriate opportunities for pupils to design and make various products and artefacts. For example, a display of puppets indicated that Year 2 pupils had used suitable tools and materials to make the final product attractive and eye-catching. A photographic record of a design challenge undertaken by pupils in Years 3 to 6 showed pupils working collaboratively to generate ideas for constructing a bridge. The photographs showed various stages in the process as the bridges were constructed and tested. Work in books shows that pupils are encouraged to evaluate their finished pieces and identify ways in which it could be improved.

Physical education

The provision for physical education is satisfactory overall; provision for dance is very good. Improvement since the previous inspection has been satisfactory.

Main strengths and weaknesses

- The quality of teaching and learning in dance lessons is of a high order.
- The use of external expertise to support the quality of teaching and learning in both dance and games lessons is effective.
- The aspects of evaluating and improving performance and developing pupils' understanding of fitness and health during lessons are underdeveloped.

Commentary

89. Four lessons were observed during the inspection: three dance lessons involving pupils from Years 2, 4 and 6 and led by a visiting dance expert and one games lesson with pupils from Year 5. The quality of teaching and learning was consistently good but very good in the lessons involving Year 2 and Year 6. In the Year 2 lesson, pupils were developing dance sequences followed by travelling patterns. The lesson had great pace and challenge and almost all the pupils were able to use their different body parts and vary their dynamics, speed and actions to create an expressive dance phrase, which showed sensitivity to the music. The visiting dance teacher acted as a good role model and was supported well by the class teacher and her assistant. All the pupils worked enthusiastically and vigorously. The experience enabled pupils from all ethnic minority groups to communicate easily with one another in following common ideas and themes. Year 6 pupils were similarly challenged. The warm-up to the lesson became progressively more vigorous and demanding including flexible stretches. Pupils were keen to stretch to the extreme yet control their movements. The range and quality of their movement and sequences were above what is normally expected. In both lessons there were limited opportunities to evaluate individual and group performances.
90. One games lesson, involving Year 5 pupils, was observed in the hall. The emphasis was focused on passing, control and interception in football skills. Pupils were effectively developing their techniques and skills and achieving standards in line with expectations. No gymnastics lessons were observed but the achievement of pupils in dance lessons suggests that gymnastic skills are developing in line with expectations.
91. All pupils in Years 3 to 6 have good opportunities to learn to swim and there is evidence that good progress is made. For example, since the autumn of 2003 no less than 54 pupils have learned to swim 25 metres or more. The school fully participates in the borough's inter-school sports activities, including football, netball and athletics. Scrutiny of the subject's planning indicates effective management of the subject and good use of the school's resources. For example, a section of the school yard is set aside for Years 5 and 6 to practise their football skills during lunchtimes.

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) AND CITIZENSHIP

Provision is **good**.

Main strengths and weaknesses

- There is a good programme for PSHE which makes an effective contribution to the ethos of the school.
- Citizenship is promoted well.
- Leadership and management are good.

Commentary

92. Pupils achieve well as a result of a well-thought-out and taught programme. Pupils are helped to develop a good understanding of how they can lead confident, healthy lives and of how there are consequences to their actions. The use of circle time enables issues to be discussed and pupils to understand that they must listen to and respect others' points of view. As a result, the ethos of the school and the way in which pupils from many different backgrounds, faiths and cultures work and play together are strongly promoted. The work of the lead behaviour professional with particular children and groups also makes a good contribution to pupils' social development, as does the work of the learning mentor, particularly in addressing issues of school attendance.
93. Citizenship is promoted well. There is an active school council which provides pupils with a genuine sense of influence in the school. They are very ready to express their views and know that they are taken seriously. The council has run a number of events such as collecting food to send to disaster areas and holding a non-uniform day to raise money for charity. Older pupils take responsibility in a number of ways. For example, there is a good prefect system and older pupils often support younger ones, for example through the buddy scheme.
94. This area is very well co-ordinated by the deputy headteacher. A clear approach to the PSHE curriculum is mapped out and a number of initiatives such as the behaviour improvement programme and the work of the learning mentor are well integrated into a coherent and effective approach.

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	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	4
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	2
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	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	4
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	4
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).