

INSPECTION REPORT

MINET NURSERY & INFANT SCHOOL

LEA area: Hillingdon

Unique reference number: 102392

Headteacher: Lydia Keyte

Reporting inspector: Lynn Adair
21095

Dates of inspection: 12th to 16th June 2000

Inspection number: 191980

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INFORMATION ABOUT THE SCHOOL

Type of school: Nursery and Infant School

School category: Community

Age range of pupils: 3 to 7

Gender of pupils: Mixed

School address: Avondale Drive
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Appropriate authority: The governing body

Name of chair of governors: Mr Zayee Mellick

Date of previous inspection: February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Lynn Adair	<i>Registered inspector</i>	Science; Information technology; Art; Design & technology.	The school's results and achievements; How well pupils are taught.
Joy Buncher	<i>Lay Inspector</i>		Pupils' attitudes, values and personal development; How well the school cares for its pupils; How good the school's partnership with parents is.
Patricia Lowe	<i>Team inspector</i>	Under fives; Geography; History.	How well the school is led and managed.
Stephen Parker	<i>Team inspector</i>	English; Religious education; English as an additional language; Special Educational Needs.	
Mervyn Ward	<i>Team Inspector</i>	Mathematics; Music; Physical education; Equal opportunities.	How good curricular and other opportunities offered to pupils are.

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	1
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	8
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	11
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	18
HOW WELL IS THE SCHOOL LED AND MANAGED?	20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	24
PART C: SCHOOL DATA AND INDICATORS	25
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	29

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Minet Nursery and Infant is a much larger than average size community school for boys and girls aged 3 to 7 years old. It has 231 full-time pupils on roll in the main school, from reception class to Year 2, as well as 106 part time children in the nursery who attend in either the morning or the afternoon. The school has recently changed its policy for admission of pupils to the reception class, as part of a local authority initiative, which has lowered the age of pupils entering the nursery. The attainment of most children on entry to the reception class is below that of children of the same age nationally, and is especially poor in language skills. Two pupils in the nursery have special educational needs. In the main school, 108 pupils are on the special needs register, comprising of almost 48 per cent of those on roll, a figure which is well above average. Two pupils have statements of special educational need, which is a below average proportion. A very high proportion, almost one half of compulsory school aged pupils, are from ethnic minorities. Ninety-one pupils speak English as an additional language, one third of whom are at an early stage of acquisition. At almost 40 percent of those on roll, this is a very high proportion compared with most schools nationally. Almost 40 per cent of pupils have free school meals, which is well above average. The school has experienced a high level of pupil mobility in the past year, and has received a large number of refugee and Traveller children.

HOW GOOD THE SCHOOL IS

The overall effectiveness of the school is satisfactory. Children under-five make good progress in the nursery as a result of effective provision. Standards achieved by pupils in the reception classes and Key Stage 1 are generally below the national average but they make satisfactory progress overall in their learning. The quality of provision, including teaching, is satisfactory in these classes. Leadership and management of the school are satisfactory. Expenditure per pupil is just below average and overall the school provides satisfactory value for money.

WHAT THE SCHOOL DOES WELL

- Nursery provision is good and helps the school's youngest pupils to make good progress;
- Pupils' personal development is promoted well so that they are developing good relationships and show a high level of care and consideration for each other;
- The organisation of provision for pupils with special educational needs is good and helps these pupils make effective progress;
- A positive ethos in the school is created through good promotion of pupils' moral, social and cultural development;
- The quality of the curriculum is improved by creative community links and very good relationships with a range of educational institutions;
- The school works well with parents and receives their strong support, which is beneficial to pupils' learning.

WHAT COULD BE IMPROVED

- Standards in the core subjects of English, mathematics, science and information technology;
- The quality of teachers' planning and assessment to raise expectations for pupils' learning, especially higher attainers;
- Attendance rates;
- The quality of curriculum planning, which does not always cater effectively for the range of attainment and needs in each class;
- Procedures for assessing pupils' attainment, tracking their progress and using the information to plan future work;
- More rigour in monitoring teaching and learning to remove inconsistencies in the quality of practice and involve co-ordinators more effectively in process.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1997. There have been a number of changes since that time in terms of staffing, the nature of the pupil intake and in the structure of the governing body, which have affected the momentum of change. In spite of this, improvement has been satisfactory overall, although there is still some work to do. Pupils were making satisfactory progress at the time of the last inspection, although national test results were below average, and this continues to be the case. However, satisfactory standards in information technology have not been maintained and have fallen below those expected of most seven year olds. The school has established some sound procedures, which are addressing the key issues identified in the last report. Governors now fulfil their legal responsibilities and have a better awareness of the strengths and weaknesses in the school's provision. Staff are now able to take a lead role in curriculum management, which has helped to improve to the quality of some provision, for example in planning for the introduction of literacy and numeracy strategies, and in monitoring their implementation. However, the development of teachers' roles, in monitoring and in helping to improve the quality of curriculum planning in other subjects, has been slowed due to recruitment difficulties leading to a large number of temporary appointments. This means that the issue associated with matching tasks to pupils' needs to extend higher attainers has not been fully addressed either through planning or assessment systems. The school has worked hard to improve attendance by making parents aware of its importance, but attendance rates continue to fall, mainly because more pupils of a transient nature have joined the school.

STANDARDS

The table shows the standards achieved by 7 year olds based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
Reading	E	E	E	D
Writing	E	D	E	C
Mathematics	D	D	E	D

Key	
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

The table shows 1999 results were well below the national average, and have generally remained at least below the national average over the last three years. In writing, the school achieved broadly similar average points per pupil to other schools with a similar proportion of pupils eligible for free school meals. Results in reading and mathematics were below those of similar schools because few pupils attained higher standards. In science, results of teacher assessments were well below average as well as below those of similar schools. However, comparison with similar schools does not take into account the high proportion of pupils in the school who have special educational needs or who have English as an additional language. Neither does it take account of the high levels of pupil mobility. The standards of work seen during inspection are better than the test results show, although they remain below those expected of seven year olds. A slightly larger proportion of current Year 2 pupils is on course to achieve the nationally expected level and meet the school's appropriate targets set for them. In the nursery, pupils achieve well and make good progress in building on their poor attainment on entry, to achieve below average standards by the time they join the reception classes. Pupils in the rest of the school make satisfactory progress overall and achieve satisfactory standards in almost all subjects, the exception being in information technology where standards are below those expected of pupils of similar ages. Good provision for pupils with special educational needs helps these pupils to make good progress. Those with English as an additional language make satisfactory progress, but higher-attaining pupils are often prevented from achieving higher standards by weaknesses in planning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory. Pupils are keen to come to school and most are interested in their work. Nursery children are very involved in activities. Attention of other pupils sometimes wanders during long introductions or when they are not enthused by tasks.
Behaviour, in and out of classrooms	Satisfactory. Most pupils behave well in lessons and around the school. Some pockets of misbehaviour by a small minority of pupils lead to wasted time.
Personal development and relationships	Good. Pupils are gaining a good understanding of need for courtesy and consideration. Good level of racial harmony where pupils' differences are acknowledged and valued. This makes a strong contribution to learning.
Attendance	Poor in spite of school's efforts. Lessons start punctually, creating a smooth start to the day. Shared period with parents at start of day is a positive feature.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years
Lessons seen overall	Satisfactory	Satisfactory

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching is satisfactory or better in 91 per cent of lessons. Just over one third of lessons are of good quality, of which 6 per cent are very good. However, 9 per cent of teaching is unsatisfactory. Teaching is of similar quality overall in the under-fives and Key Stage 1, although it is particularly effective in the nursery where all but one of the lessons is either good or very good, the other being satisfactory. The main strengths of the teaching in the whole school lie in teachers' good use of support assistants to aid learning, and in the generally good management of pupils, which creates a positive climate in which to learn. Teaching of basic skills in literacy and numeracy is satisfactory. The main shortcoming of teaching is in planning work, which arises from lack of effective day-to-day assessment of pupils' learning, and leads to low expectations of some pupils' achievement, especially for the higher attainers. This results in a lack of challenge in some of the work provided for these pupils. In addition, teachers sometimes organise too many activities in some lessons and they find it difficult to interact effectively with pupils to help them make the best progress. In the nursery, however, work is well planned and organised to ensure children make the best progress in their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. Good links with community and very good links with other schools and colleges. Good provision in the nursery. Planning needs to be more precise in rest of school to ensure that it takes full account of the needs of the full range of ability in each class, especially to extend higher attaining pupils.
Provision for pupils with special educational needs	Good. Good provision for these pupils with a good level of well organised and focused support based on clear targets in individual education plans.
Provision for pupils with English as an additional language	Satisfactory overall. Pupils are helped to acquire English at a satisfactory rate through adult support, but there is no clear programme for pupils, nor are there individual plans to help them acquire skills at a more rapid rate.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is a good programme to cultivate pupils' personal and social skills and good provision for moral, social and cultural development, which contributes effectively towards creating positive ethos in school. The spiritual dimension is developed satisfactorily.
How well the school cares for its pupils	Satisfactory overall. The school has sound procedures for ensuring pupils' welfare, and providing sound support and guidance. There are weaknesses in evaluating the performance of pupils to ensure that their learning builds effectively on their prior attainment and that their progress is tracked effectively.
How well the school works in partnership with parents.	Good. The school receives strong support from the majority of parents. Parents are kept fully informed and the school has made good efforts to work closely with them and involve them in their children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Satisfactory. The head teacher provides a clear sense of direction to the school's work. Some staff with delegated responsibility make a positive contribution to work in the school, although high levels of staff turnover mean that some subjects are left without effective leadership.
How well the governors fulfil their responsibilities	A sound structure has been developed to enable the newly constituted governing body to carry out its duties. Governors are becoming increasingly aware of the strengths and weaknesses in the school's work. More information on pupil performance would help them to acquire an even better understanding.
The school's evaluation of its performance	Satisfactory. The monitoring and evaluation of provision have identified weaknesses for which action is planned. Internal procedures lack sufficient rigour to ensure greater consistency in practice across school. Co-ordinators need to be more involved in the process.
The strategic use of resources	Satisfactory. Good financial systems are in place. Considered decisions are made about use of funds. Good use is made of funds to support pupils with special needs. There have been unsatisfactory delays in utilising funds to provide support for those with English as an additional language. The principles of best value are applied satisfactorily.
The adequacy of staffing, accommodation and learning resources	Satisfactory overall. There are sufficient teaching staff, but many are new or temporary appointments. A good level of support staff is used well. There are no significant shortages in learning resources. Accommodation is good. Classrooms are spacious and well equipped.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school;• Their children are making good progress;• Behaviour is good;• Teaching is good;• They are kept well informed about how their children are getting on;• They feel comfortable about approaching the school.	<ul style="list-style-type: none">• Homework;• For the school to work more closely with them;• The range of activities outside lessons.

Parents' positive views are largely supported by the inspection findings in that: most children enjoy school; parents are kept well informed; staff are approachable; teaching in the nursery is good and helps children to make good progress; and most pupils behave well. However, inspection evidence shows that most teaching is satisfactory and most pupils make satisfactory as opposed to good progress. There are also pockets of misbehaviour in some classes. The inspection does not substantiate parents' more critical views. Homework is satisfactory, the range of activities planned to increase the range of the curriculum through visits is satisfactory, and the school has made good attempts to involve parents more closely in its work.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. When children enter the nursery, their attainment is generally well below average, when compared with that of children of similar ages nationally, particularly in terms of their language skills. Children make good gains in their learning, so that by the time they enter the reception classes their attainment has improved but is still below expected standards. Progress is then satisfactory towards the desirable outcomes for young children's learning, which are the government's recommendations of achievement at five years old. However, the proportion of children in line to achieve the expected goals by the age of five is still below average in language and literacy, mathematics, in their knowledge and understanding of the world and in their personal and social skills. Most children are in line to attain expected standards in creative and physical skills. In the last inspection, the nursery was found to provide a good start to children's education and to help them to achieve well. This continues to be the case. However, although progress by these children is good, achievement in the reception classes, while satisfactory overall, loses its momentum on some occasions. Activities are not always planned well enough to ensure that children are sufficiently challenged to develop learning further.

2. Inspection evidence shows that standards among current pupils in Year 2 in the core subjects of English, mathematics and science are generally below those expected of seven year olds nationally at the end of Key Stage 1. Pupils are on course to achieve the suitably higher targets set for them in end of key stage assessments this year, which indicates some improvement when compared with the results of the 1999 National Curriculum statutory assessments. These results were well below the national average in reading, writing and mathematics in terms of average points scored per pupil. The proportion of pupils attaining the expected Level 2 for seven year olds was also well below the national average in these subjects and in science. Few pupils attained above the expected Level 2 in 1999. When compared with those of similar schools, the 1999 results were below average in reading, mathematics and science, although the proportion of pupils reaching Level 2 in writing was such that the overall average point score was not significantly different. The comparison with schools with similar levels of free school meals, however, does not take fully into account the large proportion of pupils for whom English is an additional language, and the high turnover of pupils at the school. For example, almost one quarter of last year's seven year olds joined the school part way through the key stage and were often those who achieved lower results in national assessments.

3. Achievement among pupils during the inspection was generally satisfactory and in line with their capabilities, a view expressed in the last inspection, showing standards have been generally maintained. Pupils with special educational needs make good progress through careful monitoring of their progress and regular adjustments to learning targets and good support from adults. Specialist teaching support was available until recently for pupils for whom English is an additional language, but it has been withdrawn. Pupils make satisfactory progress because teaching assistants give them help within lessons. While a slightly larger

proportion of pupils in Year 2 are on course to achieve the higher Level 3 in this year's national assessments, overall, not enough work of high standard was observed among current Year 2 pupils, because much of the work provided is at the same level of demand and is not challenging enough for higher attainers. No notable variation in attainment between boys and girls was observed during the inspection.

4. In English, results in national tests have generally remained well below the national average in reading and writing over the last 4 years. Current pupils are on target to show some improvement but overall the attainment of current Year 2 pupils remains below average in speaking, listening, reading and writing. Pupils' limited skills in English often constrain their attaining higher standards in other subjects. A significant number of pupils do not listen carefully enough and lack confidence when speaking aloud. A few pupils speak clearly and coherently to share their views, and these skills used effectively in some 'circle time' discussions. However, most pupils only often speak when directly asked a question. Pupils make satisfactory progress in their acquisition of strategies to read more independently and some show a sound understanding of the material presented. However, by the age of seven, a large number still need significant levels of adult support to read new words. In spite of this, pupils use the library regularly to find out more about topics which have interested them in their studies in other subjects, for example in science, history and geography. Writing standards are unsatisfactory, particularly in the accuracy of spelling and punctuation. Handwriting is suitably developed. Some factual accounts are written in other subjects, although too many worksheets in subjects such as geography and history limit effective development of this skill.

5. In mathematics, test results have been consistently well below average. Although standards among current Year 2 pupils are below those expected of seven year olds, this still represents an improvement on last year's results. Since the last inspection, standards in mental mathematics have improved, as work is now based on the National Numeracy Strategy. Pupils make satisfactory progress in their understanding of number, shape and measures, but not enough progress in the use and application of mathematical skills. Only a few examples were seen of numeracy skills being used satisfactorily to support learning in other subjects.

6. Standards in science reflect the slightly better results in 1998, rather than the lower results last year, although standards are still below average. Most pupils make satisfactory gains in building on their prior attainment in their knowledge and understanding of key scientific concepts, such as living things, materials and forces, and in their experimental and investigative skills. On occasion, work is repeated in Year 2 at the same level as that in Year 1 because of weaknesses in curriculum planning.

7. By the end of Key Stage 1, standards in information technology are below those expected of most seven year-olds and pupils do not make enough progress. Pupils do not develop skills consistently or systematically, because they do not have enough opportunities to use computers to practise their skills or to use information technology to support their learning in other subjects. Achievement in religious education is satisfactory and, by the end of Key Stage 1, Year 2 pupils achieve standards that are in line with those specified for seven year olds in the locally agreed syllabus. Standards have been broadly sustained in all other subjects and are in line with those expected of pupils of similar ages.

Pupils' attitudes, values and personal development

8. The last inspection report considered pupils' personal development and relationships to be good. This high standard has been maintained and makes a good contribution to the way pupils learn. Pupils' attitudes to learning and behaviour were seen to be satisfactory overall, and this continues to be the case among most pupils, making a satisfactory contribution to the quality of the learning environment. However, although most pupils behave well around the school, an improvement since the last inspection, there were pockets of misbehaviour in some lessons, a slight deterioration since the last inspection, and on occasion the rate of learning was reduced by these interruptions.

9. Children under five years of age are keen to come to school and leave their parents confidently at the start of day ready to begin work. In the nursery, children have good attitudes to learning. They are helped to sustain their focus on one task for significant periods for children of this age, and consequently they make good gains in their learning. The school's youngest pupils find themselves drawn to the well-prepared and stimulating activities and are curious enough to stay and to find out more, for example when preparing toy cars to freeze in ice cubes. In the reception classes, they maintain their interest best in well structured literacy and numeracy lessons, but tend to 'flit' from activity to activity at other times, showing less concentration. In Key Stage 1, most pupils concentrate well and have positive attitudes to learning, especially when the teacher has high expectations of them to work hard. This was seen in physical education lessons, where pupils were clearly enjoying themselves and eager to perform better. Pupils become particularly engrossed in stories told in literacy lessons. Enthusiasm is at its highest when pupils have a chance for first hand practical enquiry, as when they visit the 'wild' area to search for minibeasts in science and are reluctant to stop. On occasion, pupils are not so enthused in lessons, notably during long introductions, or where several different activities have been organised and the teacher's attention is focused elsewhere. At these times, their attention wanders and a slow pace of learning ensues.

10. The behaviour of most pupils is satisfactory overall. In the nursery, children learn to understand the need for courtesy and consideration of others. They take turns to collect their snacks and drinks from the teachers during break periods and politely thank them. They deposit waste material carefully in bins afterwards. In lessons in the rest of the school, the majority of pupils behave well, a view shared by the majority of parents responding the questionnaire. However, there are instances when a small number of pupils misbehave and this affects the quality of the learning environment. In assemblies, there is often an undercurrent of restlessness, which spoils the atmosphere and reduces the quality of any reflective moments. In some lessons, especially where pupils are not managed well or they have insufficient challenge in the tasks they are required to complete, they become noisy and do not complete work quickly or accurately. The misbehaviour of a minority is distracting for those who are keen to work. Behaviour among most pupils in the playground is good. Pupils move about the school in a controlled and orderly way. They respond quickly to reminders for good behaviour by adults, if play becomes too boisterous. There have been no exclusions, and no instances of bullying were observed during the inspection.

11. Relationships between most pupils are good. Children under-five are encouraged to work together in pairs and groups and are learning how to get on with each other when working and in play situations. Most pupils in Key Stage 1 also work and play happily together, regardless of gender or race. A strength of the school is the high level of racial harmony in the school. Pupils show tolerance and respect for the views and feelings of others. Children under five learn to listen to each other's views and think about the consequences of their actions, as seen in the nursery when pupils take care when travelling at speed on wheeled vehicles. A small number in the reception classes still have a tendency to call out in discussions and are not always willing to listen to the teacher or to each other's views, in their demands to be heard first. In Key Stage 1, pupils show some careful consideration of each other's values and beliefs. For example, in Year 2, pupils discuss with sensitivity Islamic initiation ceremonies, in a religious education lesson, and respond positively about similarities and differences in religions. Pupils carry out minor roles and responsibilities conscientiously, for example taking registers to the office. Year 2 pupils show visitors around the school. In lessons, children under five are provided with a range of activities from which to select and are beginning to make choices in their work. On some occasions, in the under fives and in Key Stage 1, pupils' ability to demonstrate initiative and take responsibility for planning and organising their own work is constrained, because they are too dependent on adults to do the work for them.

12. Attendance rates are poor, and regular absences disrupt pupils' learning. Unauthorised absence has increased from above the national average in 1997 to well above average in 1999, although attendance levels are generally similar to those found in the last inspection when they were also a concern. Since that time an increased proportion of Traveller and refugee pupils have been admitted to the school and their attendance has been erratic, adversely affecting the school's attempts to improve attendance. However, lessons start punctually in the morning and after breaks. The majority of pupils are on time at the start of the day and many arrive early. The school has a policy of allowing pupils to come into school with their parents 15 minutes before the official start of day and many take advantage of the opportunity to work on prepared activities, creating an efficient start to the day.

HOW WELL ARE PUPILS TAUGHT?

13. Overall, the quality of teaching in the whole school is satisfactory or better in 91 per cent of lessons, and is similar in both the under-fives and in Key Stage 1. However, the remaining 9 per cent is unsatisfactory. In these lessons pupils did not learn as effectively as they should. Teaching is of good quality or better in just over one third of all lessons, and very good in six per cent of all lessons. In the nursery, almost all of lessons for under-fives are good or very good and help children to make very effective gains in their learning. This provision is a strength of the school. In the last inspection, the percentage of satisfactory and better teaching was slightly lower, although the proportion of good and very good teaching was higher. The number of new and temporary teachers currently employed by the school affects the amount of good quality teaching in this inspection. Some of the shortcomings

identified in the last inspection are being overcome effectively in the nursery. Teachers' planning caters well for the range of attainment within the class, and sound assessment procedures are being established. However, shortcomings in these areas are still outstanding in the rest of the school. In addition, the organisation of too many activities in some classes does not aid effective learning.

14. Teachers of children under five have sound knowledge of the needs of children of this age. In the nursery teachers are particularly knowledgeable, which helps pupils learn at a rate well matched to their needs. In Key Stage 1, teachers' subject knowledge is satisfactory in all aspects of the curriculum, with some good knowledge displayed in geography lessons. Teaching in science, however, is unsatisfactory. Teaching of basic skills in literacy and numeracy is satisfactory in helping pupils to increase their understanding, as they move through the school. In the nursery, a strong emphasis is placed on talking with children in as many different situations as possible, which is effective in helping children to overcome some of the language difficulties experienced on entry to the school. Teachers in Key Stage 1 and the reception classes follow the recommended national frameworks in planning lessons in literacy and numeracy. On occasion, work is not always sufficiently adapted in group activities to cater for the wide range of attainment in each class, especially to provide sufficient challenge for higher attainers.

15. There are weaknesses in teachers' planning in the under-fives and in Key Stage 1. Some good practice exists in the nursery where teachers plan very carefully for children of all abilities to provide a good level of challenge in both set tasks and activities which they can choose. Consequently, children use the time to learn effectively and make good progress. Sessions are well structured, giving teachers and support staff opportunities to constantly reinforce children's understanding and develop their skills through a well-planned and stimulating range of activities. Planning in the reception classes and Key Stage 1 is not so well structured. Most sessions have insufficient information to show what pupils will actually do. Objectives for learning are quite broadly stated, so that intentions are not clearly defined in terms of expected outcomes for different groups of pupils. This results in too much work pitched at one level, so that not all pupils are challenged effectively to develop their intellectual skills. Few extension activities are provided for higher attainers who complete their work quickly, giving them little incentive to work harder. Lower-attaining pupils sometimes struggle with work that is too difficult and need a high level of adult support. On occasion, too much direction by adults limits pupils' attempts to learn for themselves.

16. The lack of precision in planning is often linked to a lack of understanding about what different groups of pupils need to do next, which in turn stems from weaknesses in day-to-day assessment. Teachers are not always aware precisely where pupils are in their learning and where to take them next. Teachers' comments in marking usually respond to pupils' efforts, but most marking is minimal. In the nursery some good procedures have recently been established which help teachers to plan future experiences more closely matched to their pupils' needs. However, this good practice has yet to influence sufficiently the quality of assessment practice in the rest of the school for most pupils. Effective day-to-day evaluation of pupils' learning is not an integral feature of teaching across the rest of the school. This means that pupils do not always acquire their knowledge and skills in a systematic way.

17. As a result of good teamwork, teaching assistants play an effective role in supporting lower-attaining pupils and those for whom English is an additional language. They help pupils

with special educational needs to learn well and make effective gains towards targets in their individual education plans. They make useful notes about these pupils which help to set future targets. They give good support to those pupils with English as an additional language, although the lack of learning targets for these pupils means that they are not helped to make the same good progress as those with special needs. In the under-fives, support staff play a key role in working with groups of children, especially in the nursery, and help them to make good gains.

18. Teachers' methods are satisfactory overall in aiding learning in the under-fives and Key Stage 1. The best teaching is characterised by good, focused questioning, which targets specific pupils so as to check their understanding and help them think more deeply. In the best literacy lessons, questioning involves a high proportion of pupils. In a Year 2 geography lesson, the teacher was able to rectify misconceptions about locations on a map through effective questioning. Most lessons across the school begin with teachers clearly stating the objectives so that pupils know what they are expected to learn. They employ useful recapitulation to consolidate pupils' learning, followed by sound instructions and clear explanations. Sometimes this goes on for too long when more than one activity is introduced, which slows the rate of learning as pupils sit inactive. Most teachers check on pupils as they work and adult helpers are often deployed well to focus on developing the skills of individuals and small groups of pupils. Organisation in the nursery is particularly effective in this respect. However, a key weakness in some lessons in the reception classes and Key Stage 1 is that too many different activities are operating at once and the teacher does not check on pupils enough as they work, remaining focused with one group. The overly complex organisation means that sometimes pupils waste time, as no-one checks on their progress or interacts with them to develop their skills.

19. Good management is evident in most classes, based on high expectations of pupils' behaviour and the good relationships that are fostered. This sets a suitable tone for lessons and learning, in which pupils can concentrate well and where little time is wasted on dealing with distractions. Sometimes, where the pace of lessons is slow and work lacks challenge, time is taken in dealing with pockets of off-task behaviour. Ineffective strategies fail to ensure that pupils are sufficiently involved in their learning. Resources are usually well organised and well prepared to make learning more interesting for pupils. In the nursery, a good range of resources is used to increase children's knowledge and understanding of the world. The imaginative use of equipment encourages children to aim more carefully when throwing different objects at a wide range of targets. In science, pupils' learning is made more relevant through use of the school's 'wild area'. However, not enough planned opportunities are made for pupils to use information technology to support their learning in other subjects. Occasionally plenary sessions are used well at the end of lessons to help pupils to consider their learning, but not enough opportunities are taken for pupils to share and discuss their work to develop their skills further.

20. Homework makes a satisfactory contribution to pupils' learning. All pupils are provided with homework tasks from an early age, such as reading, learning spellings and multiplication facts, as well as some additional activities, all of which support pupils' learning. This finding does not support parental concerns expressed about homework.

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

21. The quality and range of learning opportunities provided by the school are satisfactory overall. Features of good quality noted in the last inspection, such as the good cross-curricular links, effective provision for pupils with special needs and good links with the community have been maintained. Some improvements have been made to update curriculum planning in the light of new requirements, for example in literacy and numeracy, but a large turnover of staff has interrupted the process in a number of other subjects and consequently some schemes of work and policies are out of date. This means that teachers, especially the large number of new and temporary teachers, lack sufficient guidance to enable them to plan work which effectively meets the needs of the full range of pupils in their classes.

22. Provision for children under five years old is satisfactory overall, although there is some difference between the quality provided by the nursery, which is good, and the quality in the reception classes, which is satisfactory. A good quality Early Years' policy has recently been created which covers the foundation years in nursery and reception classes. It shows appropriate attention to the recommended areas of learning for children under five to try to ensure a smooth transition in the foundation years from home to the reception classes. The principles of good practice identified in this policy have been developed further in medium- and short-term planning in the nursery, resulting in a well structured learning environment, where children receive a well balanced and high quality curriculum which is tailored to their needs. In the reception classes, medium-term planning is thin and short-term planning contains too little definition of the precise skills that are being taught. As a result, planning does not always identify clearly enough how tasks are adapted, so that children at different levels of attainment are helped to make their best progress. Not enough thought is given to the planning of free-choice activities in the reception classes to help children to increase their level of knowledge and skill effectively.

23. In Key Stage 1, the curriculum meets statutory requirements for the National Curriculum and religious education. The school provides a good programme for personal and social education, especially through 'circle time'. Health education is suitably taught through the science curriculum and includes raising pupils' awareness of drugs. A policy on the school's approach to sex education has been prepared for governors to consider as a result of the governing body being recently reconstituted separately from the junior school. The National Literacy and Numeracy Strategies have been introduced satisfactorily.

24. In Key Stage 1, while the quality of learning opportunities are satisfactory overall, there are weaknesses in curriculum planning, which means that the needs and aptitudes of all pupils are not catered for as effectively as they could be, for example, higher attaining pupils and those with English as an additional language. All subjects have policies and schemes of work, but many of these are out-of-date and require revision to help teachers to plan effectively for progress in pupils' learning and to avoid repetition in some experiences, as seen in some science work. As in the reception classes, medium-term and short-term planning does not contain enough detail about the learning skills that are being taught to different groups of pupils. This results in narrowly focused tasks, which do not take into

account the full range of ability to enable all pupils to make their best progress, particularly higher attainers. A good feature of the curriculum is the cross-curricular links between subjects, which makes learning relevant for pupils. This was exemplified in interpreting the sounds on an environmental walk in science into sounds in music using instruments.

25. The majority of pupils are provided with equality of access and opportunity. Provision for pupils with special educational needs is good. These pupils have full access to the curriculum and a high priority is placed on organising support to ensure maximum inclusion in lessons, where much of the adult support is targeted. Individual education programmes are designed to meet needs identified through assessment. Targets in these plans are clear, specific and suitably challenging for academic and personal development. Targets are regularly adjusted so that future lessons continue to meet their needs. On occasion, where no adult support is available, targets in individual education plans are not given sufficient attention in teachers' planning. This well-focused support is not available to pupils for whom English is an additional language, and this is a weakness in provision. Teachers take care to provide adult support for these pupils, who respond to their needs as they emerge, helping them to make satisfactory progress. However, planning to match their needs effectively is made difficult because it is not guided by an effective programme of work for language development or supported by structured teaching materials to ensure that these pupils make best progress over time.

26. The school provides a range of activities beyond the required curriculum which are satisfactory overall. Pupils make a variety of visits to local places of interest, such as the local supermarket and to various places of worship to extend their learning. There are also a number of visitors to the school that enhance the curriculum, including visits from people who represent the various faiths in the community. Also, the school undertakes visits outside the community to museums and galleries to support learning in school. A large number of parents (27 per cent) were not happy with the range of extra-curricular activities provided by the school. While inspection evidence shows that the situation is in fact satisfactory, there are no clubs run by the school, such as in music, which could address some of the concerns expressed by parents.

27. There are good well-established links with the community which contribute to pupils' learning. The British Airport Authority, through the Hillingdon Trust, has helped in the development of an environmental area. The local Sikh community has been involved in the planting of trees in the school grounds. Each year there is an arts week, involving art, music, drama and storytelling to which various members of the local community contribute.

28. The school has developed very good relationships with a range of partner institutions which add significantly to pupils' opportunities for learning. These start in the nursery where there are close contacts with other private and voluntary pre-school providers, which is a useful network to share good practice, and also helps children to settle quickly into school life. The relationship between the infant and the junior school on the same campus is very good. The head teachers and staff liaise regularly on a variety of curriculum and pupil-related issues and, until recently had a joint governing body. Test results and examples of pupils'

29. work are transferred across. The pupils in Year 2 make regular visits to the junior school and, as a result, transfer is generally seamless. Links have been established with local secondary schools, and their pupils often take up work experiences in the nursery and infant departments, which are mutually beneficial. Students at local colleges also subscribe to work placements at the school, again helping to support pupils in the school and advance students' awareness of young children.

30. Provision for pupils' personal development is good overall, and has improved since the last inspection when it was satisfactory. This makes a significant contribution to the ethos of the school. Provision for spiritual development remains sound. Pupils are encouraged, for instance in art, English and science, to appreciate the beauty of the world and their place in it. In the 'wild' area, for example, pupils are fascinated by creatures, which are enlarged when observed through a magnifier. In their learning, pupils reflect on their own experiences and explore questions of meaning and purpose. Teachers value pupils' ideas during informal interactions, while discussions in 'circle time' are used well to develop knowledge and insight into other values and beliefs. The school meets requirements to hold a daily act of worship, involving pupils in prayers and hymns, and this is an improvement since the last inspection. However, an undercurrent of restlessness among pupils sometimes disrupts the quality of reflective moments in assemblies.

31. Provision for pupils' moral development is good, an improvement on provision in the last inspection. Concern for the physical and emotional well-being of others is evident in most aspects of school life. Adults promote values of honesty, fairness and truthfulness in their caring relationships with pupils. A strong emphasis is placed on promoting pupils' understanding of right and wrong from an early age by teaching and non-teaching staff. In the majority of lessons, teachers control behaviour through positive encouragement, stressing the principles of fairness and self-respect. Pupils are involved in drawing up rules for their class at the beginning of the year. Teachers give a clear lead in showing care and concern for all pupils, and in encouraging reflection on the consequences of their actions. This is a particular strength in the nursery. On occasion, in some lessons, teachers do not promote the school's moral code so well, resulting in a less positive environment for pupils.

32. The provision for pupils' social development is good. In the nursery it is very good, with children being helped to build positively on their poor skills on entry, so that they begin to learn to relate to each other well and understand the need to follow rules. Pupils across the school respond well to consistent encouragement to co-operate in their learning, and there is a positive working atmosphere in most lessons. All pupils take turns in helping with routine classroom tasks. They develop wider understanding of citizenship through charitable fund-raising and hearing of the experiences of visiting adults. School assemblies are used well as a platform to celebrate pupils' achievements in their moral, social and academic development. The school has built effectively on this sound area of its work since the last inspection.

33. The provision for pupils' cultural development has improved since the last inspection and is now good. Pupils come from a wide range of cultural backgrounds, and this diversity is embraced well in much of the school's work. It is appreciated as a constant source of reference and a valuable resource. Many subjects make a good contribution to the study of British and other cultures. In local studies in history, pupils find out about the area in which

34. they live, and in geography they learn about other parts of the world, such as India. In art, pupils find out about the work of famous artists. Religious education makes a strong contribution to pupils' understanding of other faiths, with visits to places of worship and visitors helping pupils to compare and contrast different religious ceremonies.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The school's procedures are satisfactory overall in helping it care for its pupils. The last inspection noted, amongst other things, the school's positive approach to behaviour and the school's safe environment, and these continue to be strengths. However, some weaknesses that were identified in the school's assessment systems still remain.

36. Procedures for ensuring pupils' welfare and providing them with suitable support and guidance are satisfactory and help to keep pupils safe and secure at school. The school has a welcoming and friendly atmosphere and pupils confidently turn to teachers or other staff for help. The school is a safe environment with good supervision at break-times, and at the start and end of the day. There is a comprehensive health and safety policy, although some of the information is out-of-date and the policy is in the process of being updated. Regular safety checks are made to assess any risk to pupils and the school tries hard to overcome accommodation difficulties, for example, the fact that pupils in two classes have to cross the car park to reach the main school. Teachers are alert to any dangers and instil a high level of safety awareness among pupils. A school security policy and a school trips code of practice provide helpful guidance for staff, especially those new to the school.

37. The school complies fully with the local education authority's child protection guidelines and the head teacher is the recognised designated member of staff. Awareness among new staff is raised during the induction process, and for other staff through in-service training. The school provides a good standard of care for pupils who have special educational needs. Teachers and other adults give these pupils positive encouragement to promote their self-esteem, so that they play a full part in all aspects of school life. Useful guidance about their needs is provided for staff and governors in a sound policy that complies with the official Code of Practice for special needs. The register is kept up to date, and provision is suitably matched to their needs and ensures their entitlement to the curriculum. Liaison arrangements with external agencies are good.

38. The school operates sound procedures for monitoring and improving attendance. Parents are made aware of the importance of good attendance in the prospectus, in the home-school agreement and the matter is stressed at parent consultations. A good feature, which encourages punctuality among pupils, is the arrangement whereby, prior to the official start of day, parents join their children for the fifteen minutes and work with them on different activities. Many families take advantage of this provision. However, the school has not yet succeeded in raising attendance to a satisfactory level, partly as a result of larger numbers of Traveller and refugee pupils attending the school. This has triggered additional support from the Education Welfare Officer, who meets with the head teacher regularly and helps to actively promote attendance, which remains a priority for the school. The school has very recently allocated additional administrative hours to follow up absences with greater rigour.

39. Sound measures are taken to promote discipline and good behaviour. The sound behaviour code is shared with parents in the school's prospectus. However, although the school actively discourages bullying and is effective in eliminating it, its approach is not made clear in either the code or the behaviour policy. This matter has been identified for attention in the school development plan.

40. The monitoring of most pupils' academic performance and personal development is unsatisfactory. Assessment procedures for pupils who have special educational needs are good. Their progress is carefully monitored through regular reviews, and targets are set appropriately. However, the progress of pupils for whom English is an additional language is not monitored frequently enough in terms of their language acquisition. There are few effective systems for gathering information on most pupils' attainment in most subjects. This means that pupils' achievements are not tracked effectively in each area of the curriculum. A policy has been developed which identifies clear aims for assessment, and provides some guidance for teachers on what is to be done. However, this is not effectively implemented. Assessment in the core subjects of English, mathematics and science in the form of statutory tests at age seven is carried out. The results are beginning to be collated by the school to give an indicator of progress over time from the baseline information carried out on entry to the school. Some comments on pupils' personal development are made in end-of-year reports. However, this does not act as an effective way to keep track of their levels of application, co-operation and concentration.

41. Some arrangements are in place to record pupils' achievements on a regular basis with the intention of evaluating and identifying the next steps in learning. However, the quality of the brief comments made is unsatisfactory, with little effective evaluation to identify strengths and weaknesses in pupils' work, related precisely to national curriculum skills and expectations and to what they need to do next. It is not a clear part of most teachers' regular classroom practice to make ongoing assessments of pupil's progress. Assessment opportunities are rarely identified in teachers' plans to show what is to be assessed and how. An exception to this is in the nursery where effective systems have recently been established and teachers have found the information invaluable in helping to adapt future work. The school's test results are analysed to identify the performance of pupils from different ethnic groups, and this is an improvement since the last inspection. The school is also using baseline data and national test data to identify higher and lower achievers and to predict National Curriculum levels of achievement for pupils. Despite this, and due to the lack of ongoing information about pupils' achievement, pupils in Years 1 and 2 are often set tasks that are pitched at one level for all pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. The school's partnership with parents is good, as it was at the time of the last inspection. Parents' views of the school are strongly supportive in much of its work. A much larger proportion of strong agreement was evident in the current questionnaire compared with the previous one, showing improvement in the school's attempts to work more closely with parents. Inspection evidence substantiates parents' views that their children like school, that staff are approachable, and that they receive sufficient information about their children. Other positive views were supported to some extent by the inspection findings. Some teaching and progress is good, for example in the nursery, and most pupils behave well. However, teaching

and pupils' progress is mainly satisfactory, and there are pockets of misbehaviour. Whilst most parents consider: that pupils get the right amount of homework; and that the school works closely with parents, a significant minority of respondents to the questionnaire took a negative view of the school's work in these areas. The inspection confirmed the general view that matters are satisfactory. A large number of parents felt that the school does not provide an interesting range of extra curricular activities. Evidence shows that the school makes good attempts to enrich the curriculum for pupils through visits, for example, although it recognises that more could be done to develop the range of activities outside of lesson time.

43. The quality of information provided for parents is good, providing an effective link with them. A good quality programme is devised for those entering the nursery, including an induction day, when parents are informed about nursery routines, practices and policies. The quality of written information is very good and provides a good explanation of the curriculum their children will receive. Parents are given a brief 'settling-in' report at the end of the child's first term and a detailed summary statement when the child is due to transfer to the reception class. The school brochure for the main school acts as a useful reference for parents about school procedures, but gives only limited information about the curriculum. The last governors' Annual Report to Parents was combined with that of the Junior School as there was a joint governing body. It is satisfactory overall but again does not give a great deal of information about the curriculum. Parents receive annual written reports on their children's progress. These are satisfactory overall, and include achievement in each subject as well as comments on pupils' personal development. Sometimes academic comments are stated in quite broad terms and focus on efforts and coverage as opposed to strengths and weaknesses in pupils' work. However, they do include targets for core subjects, although these are sometimes couched in quite technical terms, which are difficult for parents to understand. The termly parents' meetings involve parents in establishing areas on which their children need to work. These are recorded and revisited each term. There are also informal opportunities for parents to meet staff at the beginning and end of the day. Parents give good support to meetings on specific subjects such as literacy and numeracy, which the school arranges in order to keep them informed. Parents are given clear information about the school's special needs policy and practice. Those with children with special educational needs are kept fully informed of their children's progress and are invited to annual reviews.

44. The impact of parents' involvement in the work of the school on their children's learning is satisfactory. The school uses a variety of means to involve parents in their children's learning. A notable feature is the start of day when parents are encouraged to work with their children on prepared activities for 15 minutes prior to the official start of school. Teachers are in the class and this also acts as a very useful opportunity to talk informally with them. Weekly 'read-ins' with parents are also arranged. Parents are invited to attend assemblies, as seen during the inspection week. A small number of parents help on a regular basis, and parents of ethnic minority children have spoken to pupils about their cultures. Parents are encouraged to come into the nursery and work alongside their child at any time, to make suggestions and to look at their child's records. Home-school agreements have been developed. Useful guidance is given in the school brochure covering homework. In addition some good quality booklets have been created on how parents can help their children to learn at home. At present the school has no Parents' Association but the school has plans in place to start a Parents' Support Group early next term to increase parental involvement.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The leadership and management of the school make a sound contribution to pupils' achievements. This is a similar judgement to that expressed in the last inspection. The school has made satisfactory improvement overall since that time in addressing or partly addressing the key issues identified in the previous report. The main barriers to securing more effective improvement since that time have been the very recent reconstitution of the governing body and the large turnover of staff. This has interrupted, for example, development of curriculum provision and in ensuring staff's closer involvement in monitoring and evaluating the work of the school. However, the school is poised for a period of greater stability from September which, combined with a soundly planned improvement programme, means that the capacity to secure further improvement is at least sound.

46. The leadership and management of the head teacher and key staff is satisfactory overall. The headteacher has a clear vision for the school based on a good awareness of the school's needs. Many of the school's aims and values are reflected in its work. She has set up structures to improve those areas of the school's work which require attention, and the planning for them identifies a clear educational direction for the school, which is shared with the governing body and most members of staff. Not all staff are able to share in this long term commitment as they are only employed on a temporary basis. The delegation and the contribution of staff with management responsibilities is unsatisfactory overall. All staff have clear job descriptions which identify their key roles and responsibilities appropriate to their level of seniority. However, not all co-ordinators make an effective contribution to the work of the school in helping to raise standards. For example, the nursery co-ordinator is very effective in securing high quality provision in that area of the school, but there is currently no reception year co-ordinator with whom to liaise to ensure consistency in good practice in the foundation years. This is due to be addressed when the new co-ordinator arrives next term. The leadership and management of staff in some subject areas are stronger, for example in mathematics where the co-ordinator has been effectively involved in introducing the National Numeracy Strategy and in monitoring its implementation. However leadership in some other subjects is weak, for example in information technology, design and technology and history where co-ordinators have either left or are on long-term sick leave. This has resulted in a lack of urgency in addressing some of the school's current weaknesses.

47. The head teacher manages the school effectively in partnership with the governing body, which fulfils its statutory duties satisfactorily in spite of only being in place since January of this year. This is an improvement on the last inspection where a number of statutory duties were unfulfilled. The chair of governors has been particularly effective in ensuring that a sound structure has been established for governors to fulfil their roles with greater efficiency. Committees have been established with clearly defined terms of reference and a brief to meet regularly, although they have only had a few meetings to date. However, they already have a good understanding of the strengths and weaknesses of the school. They are well informed through visits they make to the school on which they report back to the governing body. They also receive reports from the head teacher about the school's work, although more information on pupil performance would help to identify more precisely what is working well

and where more work is needed. They recognise that this sort of information would aid them in monitoring the effectiveness of the school more easily. Governors are very supportive of the head teacher and staff and their role in shaping the direction of the school is currently satisfactory. They welcome the ideas and contribution of staff, parents and pupils. They have given sound support to the school in its introduction of the national strategies for literacy and numeracy. They are seeking to address the high turnover of staff through a new recruitment and selection process.

48. The monitoring and evaluation of the school's performance is satisfactory overall, although there is a lack of rigour in the procedures for monitoring teaching, which leads to some inconsistencies in practice. The head teacher has used the local inspection and advisory services to assess the quality of newly introduced initiatives, such as literacy, numeracy, and the more recent admission of rising fives. This has been helpful in identifying where improvement is needed and in establishing action plans to overcome weaknesses. Although some internal monitoring of teaching and learning takes place, the process lacks the same rigour as the external evaluation. Some staff with management responsibilities have been involved in the monitoring process, but most have not had an opportunity to evaluate teaching and learning in the classroom. Monitoring and support systems have not been entirely successful in removing all weaknesses in, for example, ensuring that effective assessment of pupils' achievement takes place and that planning takes account of the full range of pupils' ability.

49. The school's appraisal arrangements are satisfactory. Newly qualified staff are given effective support when they join the school. The deputy head teacher, who is their mentor, monitors their lessons twice a term and gives them oral and written feedback. There is written guidance on procedures for supply and temporary staff, but there are some omissions in terms of guidance on curriculum planning which leads to some inconsistencies in practice. The potential for training new teachers is satisfactory. Training on offer to students is very good in the nursery. Students from local secondary schools are welcomed for work experience as well as students from Uxbridge College. The governing body is seeking support from external agencies to prepare itself for the introduction of new performance management arrangements for teachers starting next term.

50. The school's priorities for development are appropriate. They focus on the main issues identified as needing improvement by the current inspection team. The school development plan identifies needs in the long-term over the next few years, as well as more immediate priorities in the coming year. Action plans to meet the school's targets are satisfactory, although there is a lack of measurable success criteria against which progress can be measured. There are good links between the school development plan and staff development needs. There is a shared commitment to improve and the capacity to succeed is satisfactory. It is weakened by the high staff turnover and the high absence rate amongst staff and pupils.

51. The school makes satisfactory use of its resources. The school's financial planning is satisfactory in supporting educational priorities, although the ability to assess the cost effectiveness of any action taken is impeded by the lack of measurable success criteria for each target. However, the head teacher and governors frequently review school finances to take account of new or changing priorities and are provided with up-to-date financial information to keep a close check on income and expenditure. The day-to-day financial administration of the school is good and supported suitably by the use of new technology. The minor issues

raised at the last audit have been satisfactorily addressed. Specific grants, for example for special educational needs and the early years initiative, are used effectively for their designated purpose. However, the allocation and utilisation of funding for additional teacher support for pupils for whom English is an additional language has been delayed due to personnel difficulties within the borough's Ethnic Minority Achievement Support Service (EMASS). This is having an adverse effect on the support that can be given to these pupils at the present time. The school makes satisfactory use of the principles of best value in comparing performance and spending levels with its family schools with information provided by the local authority. The nature of the pupil intake brings its own challenges to the school's work, but the school makes a determined approach to provide its best for pupils. It seeks value for money in any spending decisions and seeks additional funding from other sources, wherever possible. The school has used the consultation process to seek parents' views on the home-school agreement.

52. The adequacy of staffing, accommodation and learning resources remains at a satisfactory level as it was in the last inspection. The match of teachers and support staff to the demands of the curriculum is satisfactory overall. The number of teaching staff for the number of pupils on roll is satisfactory. However, many staff are either new to the school or in temporary positions. The school experiences high levels of staff turnover and recruitment difficulties mainly as a result of its location, which is very close to London, but the school is not able to offer the additional allowances available to those who teach in London. The match of original qualifications or acquired expertise is reasonable overall to enable those with management responsibilities to fulfil their roles. There are some gaps as a result of recent departures and illness and many of these are due to be filled by newly appointed staff in September. The school employs a high level of well-qualified support staff, who help to support pupils effectively in their learning, ensure their safety at lunchtime, and contribute to the smooth running of the school.

53. The accommodation is good and well maintained. The purpose built nursery unit, consisting of a large main area and a secure, partially covered outdoor play area, provides a spacious, rich and lively learning environment. Recent building work has taken place to accommodate rising fives in two new reception classes, with the added benefit of a new library for the school and a new reception and waiting area for visitors. All four reception classes have immediate access to a secure outdoor play area, although the two new classes are some distance away from the other two, which does not aid liaison. All classrooms are light, airy, spacious and well equipped. Three of the Year 2 classes are located in 'mobile' classrooms which are also of good quality. However, while one is located in the playground and it is easy for pupils to access the main building, the other two are located on the opposite side of an access road and car park and the main building is less accessible to these pupils. Teachers make sure that pupils are well supervised when going to and from the main building. Internally, the school is well maintained by good caretaking arrangements. Pupils' work is displayed well and adds to the attractive quality of the environment. A good-sized hall provides accommodation for a variety of school purposes, such as physical education lessons, assemblies and school lunches. The external appearance of the school is pleasant. Outdoor facilities are satisfactory on the whole with imaginative markings on hard areas for play and a well used 'wild area' for exploration. The school is able to use the junior school's field for specific activities if needed.

54. There are sufficient learning resources to support learning, with no significant shortages. The attractive and well-used library is adequately stocked, although the range of reading material could be extended. A good level of materials and equipment is available to support learning in mathematics, science, design and technology and religious education and are well used. The range and quality of resources for the under-fives is good. Although there is sufficient equipment for teaching information technology, resources are not well used. The school adds to the quality of its resources through good use of a range of visits to places of interest and through visitors to the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

55. In order to improve standards, especially in the core subjects of English, mathematics, science and information technology, where standards are below average, the governing body, headteacher and staff need to:

- improve the quality of teaching by:
 - * improving teaching methods so that teachers interact with pupils more effectively to extend and deepen their learning;
 - * raising teachers' expectations of pupils' achievement and the rate at which they work, particularly for higher-attaining pupils.
- monitor teaching and learning with greater rigour to:
 - * identify where good practice exists and eliminate weaknesses;
 - * involve staff with curriculum and management responsibilities appropriately to enable them to make a more effective contribution to the school's work.
- improve curriculum planning so that:
 - * out of date policies and schemes of work are improved and all guidance provides clear definition of what pupils in each year group are expected to learn;
 - * intentions for pupils' learning are precisely defined in each level of planning to ensure work is well-matched to the needs of different groups of pupils.
- improve assessment by:
 - * developing more effective systems for gathering information on pupils' attainment so that assessment becomes an integral part of teachers' regular classroom practice;
 - * using the information from these assessments to provide accurate information for setting targets for individuals and groups of pupils, to track pupils as they move through the school to assess how well they have progressed, and to provide suitable information for planning future work.
- Continue in its efforts to promote good attendance in order to increase attendance rates.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	93
Number of discussions with staff, governors, other adults and pupils	33

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6	28	57	8	1	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR - Y2
Number of pupils on the school's roll (FTE for part-time pupils)	53	331
Number of full-time pupils eligible for free school meals	N/A	130

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs	2	108
Number of pupils on the school's special educational needs register	0	2

English as an additional language

	No of pupils
Number of pupils with English as an additional language	91

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	40
Pupils who left the school other than at the usual time of leaving	36

Attendance

Authorised absence

	%
School data	7.2
National comparative data	5.4

Unauthorised absence

	%
School data	2.7
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	55	56	111

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	40	43	46
	Girls	38	42	45
	Total	78	85	91
Percentage of pupils at NC Level 2 or above	School	70(76)	77(79)	82(86)
	National	82(81)	83(81)	87(84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	40	47	43
	Girls	39	47	40
	Total	79	94	83
Percentage of pupils at NC Level 2 or above	School	71(77)	85(83)	75(82)
	National	82(81)	86(85)	87(86)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	22
Black – other	0
Indian	38
Pakistani	22
Bangladeshi	9
Chinese	0
White	117
Any other minority ethnic group	20

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes:

YR – Y2

Total number of qualified teachers (FTE)	14
Number of pupils per qualified teacher	23.6
Average class size	27.6

Education support staff:

YR – Y2

Total number of education support staff	8
Total aggregate hours worked per week	212

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	26.5

Total number of education support staff	3
Total aggregate hours worked per week	98

Number of pupils per FTE adult	10.6
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FTE means full-time equivalent.

Financial information

Financial year	1998/1999
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	£
Total income	633902.00
Total expenditure	640634.00
Expenditure per pupil	1453.00
Balance brought forward from previous year	41713.00
Balance carried forward to next year	34981.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	437
Number of questionnaires returned	96

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	31	5	0	0
My child is making good progress in school.	57	35	3	3	2
Behaviour in the school is good.	40	52	7	0	1
My child gets the right amount of work to do at home.	27	38	16	9	11
The teaching is good.	50	40	3	1	6
I am kept well informed about how my child is getting on.	51	37	8	3	1
I would feel comfortable about approaching the school with questions or a problem.	52	35	6	5	2
The school expects my child to work hard and achieve his or her best.	45	39	6	1	8
The school works closely with parents.	46	35	10	5	3
The school is well led and managed.	44	40	5	4	6
The school is helping my child become mature and responsible.	44	45	3	2	5
The school provides an interesting range of activities outside lessons.	26	19	18	9	28

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

56. The attainment of children on entry to the nursery is low, particularly in language and literacy skills and in social and personal skills. Over half the children have special educational needs and, for nearly a quarter of the children, English is an additional language. However, children are given a stimulating learning experience in the nursery that caters effectively for their individual needs and they achieve well. By the time they enter the reception classes, children's attainment is still below average, but they have made good progress in all areas of learning. Children make satisfactory progress overall in the reception classes, not all of them having had the nursery experience. However, their attainment remains below that expected of most five year olds in language and literacy, mathematics, knowledge and understanding of the world and in terms of their personal and social skills. Physical and creative skills are in line with expected standards by the age of five. Literacy and numeracy lessons in the reception classes are generally satisfactory but children are not always so well motivated or challenged by the content of other lessons which are not always well planned or sufficiently structured to maximise opportunities for learning. For all children, weak language skills affect learning in other areas, where they struggle to explain what they see and know.

Language and literacy

57. In the nursery, language and literacy skills receive a high priority. Children are encouraged to listen attentively and to speak as clearly as possible to extend their vocabulary. Staff create lots of opportunities to talk to children individually and in small groups. This helps children to make good gains in their language and vocabulary acquisition, especially those with special educational needs and those for whom English is an additional language. They listen well to stories, songs, rhymes and poems, although their speaking skills are weak, and they have difficulty in articulating their thoughts and ideas without considerable adult support. Although a strong emphasis is placed on speaking and listening in some reception class lessons, opportunities are not used with such consistent effectiveness. In plenaries, for example, children do not have enough chance to talk about their work so that by the age of five most still use single words or very simple phrases in their responses and explanations. During discussions, a minority often call out and are not always willing to listen carefully enough to the teacher or each other. A small number of children in the nursery readily recognise and name some letters of the alphabet by shape and sound. They understand the elements of story and a minority are beginning to re-tell a story in sequence. Most children in the reception classes enjoy books as a source of information and enjoyment. They turn the pages carefully and handle them appropriately. They successfully practise reading common words, using their knowledge of some letter sounds. Most are able to use pictures to tell a story, for example to sequence the life cycle of a caterpillar. In one lesson, however, lack of challenge in activities failed to develop children's literacy skills sufficiently and led to poor learning, poor attitudes and misbehaviour. Books are taken home regularly and parents make a good contribution to children's reading development. In the nursery, children learn about the importance of writing. In one lesson, they talked about where they had been on holiday and, with effective support from adults, decided who they wanted to send a postcard to from their holiday destination and what they wanted to say, and they drew on picture postcards and

'signed' their name. In the reception classes, they use pictures, symbols, and some recognisable letters in their writing to communicate meaning. The writing of some older children who have been in school since September has developed from single letters into one or two recognisable sentences and is on target to achieve expected standards by the end of the year. However, the writing of many children in the reception classes is still emerging in legibility and structure and standards are below those expected of five year olds.

Mathematics

58. In the nursery, children learn well through carefully planned activities in comparing, sorting, matching, ordering, sequencing and counting skills using everyday objects. Although their skills are below those of children of similar ages on entry to the reception classes, they have made good progress on the low skills on entry. They are familiar with counting games, number rhymes, songs and stories. Many recognise and use numbers up to ten. They begin to show an awareness of number operations such as: add one more, take one away, how many are left, how many altogether? In a very good lesson, children worked with real money and began to recognise coins of the same value. They like to sort into shiny and dull coins and look carefully at size, shape and colour. They are beginning to recognise simple shapes. Children develop their mathematical skills satisfactorily in the reception classes, although attainment is below that of children of similar ages by the age of five. Only about half of the children recognise and count numbers up to 10 accurately and confidently. A smaller proportion count and use numbers to 20 and beyond, and one or two children can successfully count to 100. They learn to count on and back in ones from zero to 30 and to count in 5's and 10's, though few can do this independently. A small number add and subtract up to 10 accurately. Some children learn and use positional language, such as over and under, accurately. They are able to sequence by shape and order in size.

Knowledge and understanding of the world

59. By the age of five, fewer than expected children have a sound knowledge and understanding of the world, and they are often limited in their development by their weak language skills. In the nursery, in gardening activities, children show some awareness of what plants need to grow, such as water. In other activities, some children are able to predict how water can be frozen and talk about their toy cars 'going up' in the water or 'staying at the bottom' showing a basic understanding of floating and sinking. They take car parts to pieces to examine how they are made. In the reception classes, children explore different creatures in the school grounds and on their walks, although observation skills of a significant number are lower than expected. Nevertheless, they make sound attempts to record their observations. Children under-five are beginning to recognise similarities, differences, patterns and change, for example in the reception classes they talk about changes in seasons. Children also talk readily about their families and past and present events in their lives. They talk about where they live, their environment and the purpose of the church, the shops and the

open spaces. A minority use simple geographical, directional and descriptive words to describe the environment. In 'free-choice' activities in the nursery, children shape, assemble and join different materials to construct recognisable models. In the reception classes, activities are not so well structured and offer insufficient challenge to sustain their interest. Children use computers to only a limited extent to support their learning, and skills in this area are unsatisfactory.

Creative development

60. Children explore colour, texture, shape, space and form in two and three dimensions showing sound skills for pupils of this age. They use their senses to explore and shape a range of different materials, such as clay and playdough. They experiment with different media such as paint, crayons, fabric and paper and are developing sound techniques in gluing and sticking to produce collage and paintings. In one reception class, for example, children painted butterflies of acceptable quality. In the nursery, some children struggle to produce effective work when weaving paper but support staff encourage them to try for themselves rather than doing it for them, which is very helpful in developing their skills. By the age of five, children recognise the basic colours and know how to mix them. They explore texture when other substances are added to paint. Role-play is used as a means of expressing feelings and ideas, although lack of language skills sometimes inhibits children developing effective skills in this area. Adults in the nursery are particularly adept at making timely interventions to extend imagined situations for children. In the reception classes, a lack of structure sometimes constrains such effective interaction. However, in reception classes some pupils effectively emulated a butterfly's movements and others were effectively engrossed in a 'car wash' scenario. Children in the nursery explore sounds in music and sing simple songs from memory. In the reception class they sing tunefully and have a developing sense of rhythm.

Physical development

61. Children in the nursery use small and large apparatus confidently and develop their sense of balance well. They move competently in different ways, and at different speeds, heights and levels, for example to direct wheeled vehicles to avoid 'crashing'. They show sound hand-eye co-ordination to achieve reasonable accuracy in throwing a range of objects at specific targets. Staff interact well with the children and use every opportunity to develop children's vocabulary, for example by saying, "Do you want to stand nearer or further away?" Through questioning, they draw the children's attention to different colours, numbers and size of targets. In the reception classes, children continue to learn to move confidently, with increasing control and co-ordination. They use balancing and climbing apparatus with increasing skill and with greater imagination. Children show they can work as a team to pass and throw a ball, and in running and negotiating objects. They handle apparatus carefully and safely and show an awareness of space and of others. Children under five use tools, construction and malleable materials with increasing control showing satisfactory fine motor skills.

Personal, social and emotional development

62. Children under five settle very quickly into school routines and thoroughly enjoy coming to school. The practice of encouraging parents to remain with their children for the first quarter of an hour is particularly beneficial in helping children to settle quickly and confidently into the routines of the day. Children make good progress in the development of social skills, although by the age of five skills are still below those of pupils of similar ages. Progress is more rapid in the nursery. Here children are encouraged to manage their own personal dressing and hygiene from an early age. They are helped to know how to use activities and resources independently and to sustain their concentration, which they do well. They are developing an awareness of other's feelings, views and needs. They begin to share, to take turns, to work collaboratively and to adhere to the class rules. During drinks and snacks time, for example, they demonstrate a good level of courtesy. In the reception classes, children generally work and play well on their own but do not build effectively on the skills demonstrated in the nursery. By the age of five they still do not show enough awareness of others. When interested, they listen quietly to others and answer questions readily but a significant minority still call out and demand to be heard. Children are encouraged to be socially independent, for example, when washing their hands after painting and clearing away and most respond well. Most children are eager to learn, although some have a very short concentration span, particularly when lessons lack structure and there is insufficient adult intervention to help to maintain their interest.

63. Teaching of the under-fives is satisfactory overall. In the nursery, teaching is never less than satisfactory and is good and very good in all but one lesson, helping children to learn well. Teachers work very effectively with support staff and, as a team, show a very good understanding of the needs of children in their care. All place a strong emphasis on teaching basic skills, especially in terms of language development. The planning is detailed and children's individual progress is beginning to be tracked carefully, the information being used to adapt work to their individual needs. Class management is very good, as are relationships. Children are taught to be independent from an early age but also to think about others. Time is used efficiently, and resources are carefully selected to engage children's interest and develop their skills.

64. Teaching in the reception classes is satisfactory in 90 per cent of lessons, of which a small number are of good quality helping pupils to learn satisfactorily overall. However, two lessons were unsatisfactory and one was poor. While progress made by children with special education needs is often good, as a result of additional support from adults who are familiar with children's individual education plans, the progress made by children who have English as an additional language is only satisfactory, as these pupils often have no individual targets. The progress made by higher-attaining children is unsatisfactory, due to the fact that the work that they are given is not challenging enough, especially in free-choice activities. Teachers' knowledge and understanding and the teaching of basic skills are generally satisfactory, as national frameworks give planning some structure and provide a satisfactory focus for learning. Planning is unsatisfactory on other occasions, especially where several different

activities are operating at the same time. The intentions for children's learning are not defined precisely enough and work is not always well matched to the needs of children of different levels of attainment, leading to low expectations. In addition, a lack of adult intervention in some activities leads to a slow rate of learning. Assessment does not form an integral and effective means for setting future work.

65. The leadership of the experienced nursery co-ordinator is very good. It shows a clear sense of direction, a strong commitment to high achievement and the development of an effective team spirit. Currently there is no co-ordinator for the reception classes and the good start made by children in the nursery is not always built upon effectively. A reception class co-ordinator joins next term with the intention of building a more cohesive approach to the school's foundation years which will help to address the weaknesses.

ENGLISH

66. In the 1999 national tests at the end of Key Stage 1, results were well below the national average in reading and writing. Compared with similar schools, results in 1999 were broadly average in reading and writing for those attaining Level 2, but below average for those pupils attaining higher levels in reading which reduces the overall average points scored per pupil in this aspect of English. The comparison with similar schools, however, does not take into account the high proportion of pupils with special educational needs, those with English as an additional language or the high level of pupil mobility which occurs over the key stage.

67. Over the last four years, pupils' performance has generally been well below the national average. Compared with a rising trend nationally, results in reading improved significantly between 1996 and 1997, but have since fallen slightly. Results in writing rose steadily until 1998, but fell slightly in 1999. Achievement, however, is satisfactory in building on pupils below average skills on entry to Key Stage 1, a similar judgement to that expressed in the last inspection. The school set slightly higher targets for this year's seven year olds, and evidence shows that pupils are in line to achieve them. Inspection evidence also shows that, although the majority of pupils make satisfactory progress, the attainment of pupils presently in Year 2 remains below average in speaking, listening, reading and writing. Very few pupils attain the higher levels. However, pupils with special educational needs make good progress, as noted in the last inspection. This is because they are given individual education plans that set clear targets, which teachers use in planning appropriate work for them. Teaching assistants give good support, making careful notes on the performance of these pupils, so that their language targets can be adjusted to keep up their rate of progress. Pupils for whom English is an additional language are similarly given additional adult support when it is available, and they make satisfactory progress because of the care that teachers and assistants show in helping them in class. However, support for these pupils is not directed by individual education plans or a scheme of structured teaching materials, as it is for pupils with special educational needs, and the progress they make is not monitored closely enough.

68. Standards in speaking and listening vary widely but are unsatisfactory overall. Pupils generally listen closely to instructions and follow them promptly. Most listen well to instruction in literacy hour, particularly when teachers read stories well to dramatise the meaning. The attention of a significant number of pupils in some classes wanders during the formal instruction, when teachers do not involve everyone in literacy discussions. Most make

only brief contributions. A few pupils speak clearly in standard English, extending their answers with explanations or personal opinions. However, many pupils are passive and speak only when directly asked a question. Pupils across the school lack confidence in speaking to a range of audiences in a variety of contexts, though many respond well to opportunities to speak in the encouraging atmosphere of 'circle' time discussions. When coached beforehand and encouraged, some reach a sound standard in speaking in assembly performances, and use technical terms correctly in discussions in other subjects, for example in information technology when describing different computer functions.

69. Pupils are systematically taught the relationship between letters and sounds, so that most make satisfactory progress through the school's graded reading materials. Nevertheless, not all are confident in sounding out new words to find their meaning, and they need more encouragement to use the method without adult prompting. Levels of understanding are generally satisfactory, but the graded materials are drawn from a variety of sources, which causes difficulties. Although the materials are generally on stimulating subjects and use language imaginatively, pupils are too often frustrated by the frequency of new and difficult words. This limits the success of all, including those with higher attainment, when they read without adult help. Confidence is higher in reading groups in literacy hour, where pupils are prompted to read expressively and talk more fully about the meaning. Reading in other subjects similarly needs significant adult supervision because many pupils have difficulty understanding written instructions and technical terms in information books. Pupils regularly use the library to find out more about topics they have been studying, for example about the habitats of creatures to support learning in science. However, not enough emphasis is placed on helping the pupils to locate books more easily and develop their library skills more effectively.

70. Handwriting is well taught and develops well. Most pupils write in a joined legible style by age seven. Understanding of grammar develops soundly, guided by the targets of the national literacy framework. Pupils learn to write for a good range of purposes and audiences, including stories, letters and book reviews, and factual accounts in other subjects. Most pupils convey meaning successfully in shorter pieces, such as poetry, rules and personal opinions. A small amount of writing in Year 2 is word-processed, but information technology is under-used as a means of supporting learning in English. Generally, standards of accuracy in spelling and punctuation are too low, and pupils do not learn to take responsibility for checking their work. Older pupils learn spelling patterns for homework, but they do not apply their learning to free writing. Higher-attaining pupils are set interesting challenges for extended writing, but the lack of attention to accuracy lowers the standards they achieve. In other subjects, work is not always coherent or sufficiently well structured, for example when recording findings in science.

71. The quality of teaching is satisfactory overall, though one unsatisfactory lesson was seen. Two lessons were very good, one was good and the remainder were satisfactory. Teachers' subject knowledge is generally sound, and they choose study texts well to illustrate key features of language. Teachers in the best lessons use persistent and probing questions to focus pupils' attention on the key features, emphasising and repeating them with imaginative variations so that all pupils are actively involved in learning. No pupil is allowed to remain a spectator and they respond with a sound interest in English overall. The written tasks that follow are carefully designed to match the abilities of groups at each level of attainment, so that all pupils practise their new learning. Strengths of lessons generally are that they follow

the recommended approach of the literacy hour, with clear language targets. This is particularly helpful for the large number of new and temporary staff in the school. Teachers read aloud well, helping pupils to understand and raising their interest in books. They set interesting reading and writing tasks that hold pupils' attention. Activities are well organised and firmly managed, so that pupils stay on task, their behaviour is satisfactory and there are few distractions.

72. Although some effective monitoring of progress takes place for pupils with special needs, it is not effective for pupils at other levels of attainment. In some cases, lesson plans do not identify in enough detail what pupils at each level are expected to learn, and tasks set for the whole class are not appropriately adjusted to match the ability of each group. Groups working independently are not always given the support of structured materials or resources they need, if they are to improve the standard of their work. Few teachers support spelling through such means as word lists, so that even pupils who write independently with confidence have no means of checking the accuracy of their work. Teachers' expectations for accuracy in spelling and punctuation are too low, and better use could be made of marking to identify patterns of weakness and guide work to follow, a concern expressed in the last inspection which has not been addressed. However, teachers work hard to raise pupils' sense of achievement by displaying their work well. The good relations in all classes lead to a happy working atmosphere where pupils' efforts are valued.

73. The present temporary arrangement for subject co-ordination due to the recent departure of the co-ordinator is satisfactory overall but is creating difficulties for senior management in monitoring teaching and standards effectively. The school has successfully adopted the National Literacy strategy, and all classes now have a literacy hour in their timetable each day. The analysis of test results is better than in the last inspection. It has been effective in showing that boys are under-achieving in reading, and standards have risen recently as a result of additional resources. However, reading resources need to be reviewed and improved where uneven quality is identified as affecting pupils' progress. Assessment procedures are unsatisfactory. There is substantial information on pupils' reading as they progress through the graded reading materials, although the usefulness of this information is limited because rates of progress are not measured against expectations for pupils' ages and levels of attainment. The information guides the placement of pupils in groups in each class, but not enough use is made of this grouping in planning more challenging work. Assessment procedures for speaking, listening and writing are unsatisfactory because they give only a broad overview of attainment. Good use is made of visitors and special occasions, such as book week, to extend the curriculum and increase pupils' enjoyment of the subject. The library has recently been redeveloped, and is well used.

MATHEMATICS

74. Results of the national tests in 1999 showed attainment at the end of Key Stage 1 to be well below the national average, and below the average for similar schools. Trends over time show results have been consistently well below average. Higher targets have been set for this year and inspection evidence shows that, although standards are generally below average, they are an improvement on last year's results.

75. The achievement of pupils is satisfactory overall, a similar finding to the last inspection where pupils were achieving within their capabilities. Pupils make satisfactory progress in their learning over time at Key Stage 1, and a large proportion are acquiring basic numeracy skills at a satisfactory rate. These pupils calculate accurately and efficiently, both mentally and with pencil and paper. Pupils of all attainment levels are competent in counting and recognising numbers up to 100. Average- and higher-attaining pupils can add and subtract confidently and identify halves and quarters. Nevertheless, by Year 2, pupils have not successfully developed their own strategies for problem solving. Pupils show satisfactory improvement in their understanding of shape and measuring. They are beginning to use standard units for measuring length, mass and time. They have a good understanding of the properties of basic two- and three-dimensional shapes but are not yet fully competent in sorting objects using a variety of classifications. Pupils make limited progress in using and applying their mathematical skills and knowledge, particularly in problem solving. Some evidence was seen of pupils using mathematical skills to locate positions on a map in geography, but little evidence was seen of pupils applying their mathematical skills effectively in other subjects of the curriculum, for example to measure or record findings in science.

76. Pupils with special educational needs make good progress towards the numeracy targets set for them in their individual education plans. In addition, pupils' literacy skills are developed satisfactorily with a focus on appropriate mathematical vocabulary. This has a distinct impact on pupils' learning, especially in this school with its high proportion of pupils from homes where English is an additional language. However, the support for these pupils is not sufficiently focused on their needs in the form of specific plans to help them achieve even better progress in the acquisition of mathematical vocabulary.

77. The quality of teaching is satisfactory overall, with one unsatisfactory, four satisfactory and three good lessons observed. This represents something of a decline in the amount of good quality teaching since the previous inspection. It is accounted for by the large number of new and temporary staff in the school who have insufficient information on pupils' prior attainment to move pupils forward in their learning rapidly enough, through more effective planning. Most teachers have a secure understanding and knowledge of the subject and, in the best lessons, they use questioning effectively to check and extend pupils' understanding. Teachers usually structure and time lessons well to meet the demands of the National Numeracy Strategy. The tasks set are usually appropriate to the level of attainment of most pupils, but they lack an element of challenge and appropriate extension for the higher-attaining pupils. Where pupils make good gains in their learning, tasks are set which are demanding but achievable. Where progress is unsatisfactory among pupils, work is not well matched to their prior attainment. This was evident in a Year 2 class where pupils were carrying out an inappropriately prepared task on open number-lines became off-task, leading to an undercurrent of unrest and inattention. Questioning in some lessons is not sufficiently probing to develop understanding further and help pupils to achieve better standards. Teachers usually manage pupils well, which helps to promote sound attitudes to mathematics and has a positive impact on their learning. A large majority of pupils listen attentively, sustain concentration, and work hard to complete tasks. For example, in the well-taught numeracy lessons, explanations were lively and interesting, pupils were clearly involved and

as a result they successfully applied their skills and made good progress. In some classes teachers do not sufficiently emphasise the importance of careful work or the need to check it. The presentation of pupils' work is generally satisfactory, but there are examples of poorer recorded work. Primarily, this is due to pupils consistently completing tasks on worksheets that are then stored inadequately. Although there are some examples of constructive and informative marking, this practice is inconsistent and information is rarely used to adapt future plans.

78. The National Numeracy Strategy has been implemented satisfactorily, and it is having a positive effect on pupils' learning. Lessons are planned using the recommended numeracy framework, but with a good approach to timing, where lessons have the right balance of introduction and group activity. However, there is little indication in teachers' planning to show how tasks are to be assessed. The school is utilising national tests to assess pupils' skills at the end of the key stage but little other effective assessment takes place. Some tasks are selected to show achievement but have little annotation to identify strengths in pupils' work, what they need to do next or precisely which level of attainment is being demonstrated. Resources are of good quality and quantity, are easily accessible and this enhances learning. However, there is an unsatisfactory selection of programs available to support learning in mathematics using information technology. For example, only two pupils in a Year 1 class were observed using appropriately, a program that was relevant to the task being undertaken by the rest of the class. There is not a consistent use of the computer through which pupils can develop skills and present their findings. Leadership of the subject is sound. The co-ordinator is aware of the developments that are required to extend the impact of mathematics. Some monitoring of teaching and learning has taken place to evaluate the effectiveness of the numeracy strategy, but variation in the quality of work in mathematics still exists. The co-ordinator sees the need to monitor the quality of teaching and learning with increased rigour to ensure that improvement is taking place, leading to a better quality of provision.

SCIENCE

79. Attainment at the end of Key Stage 1 is below the expected standard for seven year-olds, although achievement is satisfactory overall in terms of most pupils' prior attainment, a finding similar to that of the last inspection. Standards achieved by pupils presently in Year 2 are slightly better than last year's cohort, whose results were well below the average for all schools nationally, and below those of similar schools. However, there is still not enough high attainment among current pupils.

80. By the end of Key Stage 1, pupils in Year 2 know that different animals live in different habitats. They search for creatures in the school's 'wild area' in different locations, although this is not always done systematically to gather meaningful information. Observation skills are unsatisfactory. Only a small proportion look carefully at their 'captured' creatures and are able to use a simple key to match the distinctive features with any accuracy. These pupils record their findings through careful drawings. Rather more pupils are not so careful and their skills are at only a very basic level. In Year 1, pupils understand that forces can move an object by pushing or pulling them. They predict what they think will happen when different toy cars are placed on a slope, but few can explain the rationale for their predictions. Most of

the pupils' work shows satisfactory progress, based on their prior attainment, in key scientific concepts such as living things, materials and forces. On occasion, similar tasks are provided for pupils in Year 1 and Year 2, for example labelling body parts and the parts of a plant, with little significant development between the two years. This is because of weaknesses in curriculum planning. Little high attainment was observed during the inspection mainly because the same tasks were provided for all pupils, regardless of ability.

81. Pupils with special educational needs and those with English as an additional language are helped to achieve satisfactorily in science, with the help of support staff who keep them on task as they work. This was seen in Year 1, for example, when pupils talked sensibly with staff about which cars will travel the furthest down a slope. However, these pupils are sometimes constrained in their learning by worksheets not being adapted sufficiently to their needs. Pupils' limited language skills mean that they have difficulty operating independently of adults. There was little evidence of pupils of all abilities using their mathematical skills well to support science work, for example to measure, weigh and time what they see, and to gather and record data in tables and graphs. Neither is much use made of information technology, a concern expressed in the last inspection. One example of pupils researching information on habitats was seen in Year 2, but overall the work of most pupils shows that computers are not used enough to support learning in science. Most pupils' literacy skills are at a low level and they employ only a rudimentary scientific vocabulary in explanations.

82. Teaching is unsatisfactory overall; a quarter is unsatisfactory and the rest no better than satisfactory. Good features which help the pupils to make the best gains in their learning include good use of classroom assistants who work alongside pupils, particularly lower attainers, and are effective in guiding rather than doing the work of these pupils. Good use is made of first hand experiences to make learning relevant for pupils, for example the use of the school's 'wild area'. This enthuses pupils and they are keen to search out different creatures' habitats. They show a high level of interest in their work as a result and are amazed at what they can see through their magnifiers, creating gasps of surprise. Relationships between pupils and teachers are usually good, and most teachers manage pupils well to make the most effective use of time and keep pupils on task. Explanations in the best lessons are precise and interesting and engage the pupils' interest and sustain it. At times teachers talk for too long and do not give pupils enough chance or encouragement to ask questions. However, objectives for learning are usually shared with pupils, so that they are clear about what they are expected to learn and settle to work quickly. Pupils behave well when given opportunities to work by themselves or in groups, although intervention by teachers is sometimes minimal, when too many different tasks are organised in a lesson. This slows the rate of learning, as there is little encouragement to work harder. Some common weaknesses that affect the learning which takes place include planning, which is often very brief; objectives are stated too broadly to cater effectively for the range of attainment in each class. This leads to low expectations, at times, of higher-attaining pupils, a weakness in the last inspection still to be addressed. The marking of pupils' work is also unsatisfactory, and rarely identifies strengths and weaknesses related to science skills and knowledge, or what pupils need to do next. Insights gained from assessment are not used effectively to guide teachers in adapting future plans or work so that pupils' learning always builds effectively on what they have learnt before.

83. A good level of resources is available to support learning. The school's current policy and scheme of work are undergoing review, and current guidance has gaps, which is not helpful, for those staff new to the school or in temporary positions, in ensuring that pupils' learning builds systematically from year to year. Medium- and short-term planning does not show how work will be organised for pupils of different levels of attainment. Few effective systems are in place for monitoring pupils' achievements and progress. The co-ordinator for science has a satisfactory understanding of what needs to be done to improve some of the work in science, and development plans have been prepared to show the action required. However, monitoring of teaching and learning lacks rigour to identify other weaknesses in science work and inconsistencies which exist in practice.

RELIGIOUS EDUCATION

84. Standards in religious education are satisfactory and have been sustained since the last inspection. By the age of seven, the majority of pupils reach the expected level for pupils of this age, as expressed in the locally agreed syllabus for knowledge and understanding of religious beliefs and practices. Pupils in the school come from a wide range of cultural backgrounds, and the subject is well planned to build on pupils' own experiences. They study four major faiths in good detail. For instance, they compare Christian baptism with naming ceremonies in the Sikh, Muslim and Hindu faiths. They understand some of the main symbols of Islam. Following a visit, they make models of a church in design and technology, and talk about its main features. In their writing, they show sound understanding of the parables and a sound insight into the reasons for prayer. Pupils with special educational needs and those for whom English is an additional language take a full part in lessons and make satisfactory progress because they are set work that matches their attainment and given additional help where possible. Those with higher attainment use their literacy skills in writing longer accounts, such as the story of Epiphany and key events in the lives of saints. However, few reach the higher level (Level 3) of the agreed syllabus because most do not have the writing skills needed to express their ideas fully and state opinions clearly and coherently. Attainment expressed through discussion is sometimes at a higher level, and most pupils have a sound knowledge of technical terms.

85. Teaching is satisfactory overall. One lesson was very good, one was unsatisfactory and the remaining three were satisfactory. Teachers and pupils show mutual respect that creates a supportive climate for the subject. Teachers have sound subject knowledge and set a good example by treating religious themes and pupils' own experiences with sincerity and sensitivity. They generally lead pupils well in discussion, helping them to understand complex ideas through skilful use of questions. However, not all pupils take a full part in such discussions, and their attention wanders if teachers take answers only from those who volunteer. In the very good lesson, all pupils were able to respond to the same material because each group was set a version of the writing task that matched its ability. By contrast, in the unsatisfactory lesson, all pupils were set the same task but those who could not do it quickly lost interest. Most lesson plans do not detail the expectations for pupils at different

levels of attainment, and, in otherwise satisfactory lessons, this leads to slow progress by some pupils. Pupils with lower literacy attainment are those most affected, because they need more structured tasks or additional resources to help them achieve a satisfactory standard.

Management of pupils is generally firm, so that time is well used and lessons have a good sense of purpose. As a result, most pupils do their best to meet teachers' expectations and behave well. They apply themselves well to complete the work they are set, showing sound attitudes.

86. The subject co-ordinator is well qualified for the role and is currently reviewing the scheme of work to ensure it meets the requirements of the newly revised locally agreed syllabus. Good quality resources support learning, including a wide range of religious objects from other faiths. Good use is made of visitors from other faiths and visits to local places of worship. For example, during the inspection a mother came to talk to pupils about initiating her newly born baby into the Islamic faith. A weakness in religious education is that there are no procedures for assessing and recording attainment which would help teachers to set precise targets for future lessons. The emphasis on making personal meaning from the elements studied is a strength of provision. The subject is well supported by close links with the themes of assemblies and circle-time discussions. As a result, provision overall makes a strong contribution to pupils' social, moral and cultural development.

INFORMATION TECHNOLOGY

87. The findings of the last inspection identified standards in information technology that were in line with pupils' capabilities. Although the school has made improvements to equipment, computers are not used well enough so that, at the end of Key Stage 1, pupils' attainment is below that expected of most seven year-olds and their achievement is unsatisfactory. By the end of Key Stage 1, pupils have a sound understanding of how information technology is used to control a range of different devices, such as lights and kitchen equipment. Pupils in Key Stage 1 are able to use the mouse and keyboard with only a basic level of competency and control to word process and create pictures using simple edit features. In Year 1, pupils draw simple pictures of toys, but are sometimes frustrated in their attempts by a lack of control over the functions of a programme. In Year 2, they show an understanding of what different icons are for by their responses to teachers' questions in class demonstrations of editing a piece of writing but do not show a high level of control in their use of the equipment. One class has produced a 'Good News' collection of sound word-processed pieces, but pupils talk of copy typing rather than typing straight onto the screen. There is some evidence of research to support learning in science, for example to find out about habitats using a CD ROM. In a library session, pupils are taught the usefulness of the internet facility, although they had no opportunity to use the facility themselves after the demonstration to practise and develop their skills. Pupils do not develop their skills systematically from year to year by regular access to the computer, therefore many do not have the practice they need to achieve satisfactory standards. Pupils have little understanding of how to enter data into the computer. There was almost no evidence of work in most aspects of information technology in work samples and very little in displays. A few examples were seen of computers being used to support learning in other subjects, for example in literacy in Year 1 to practise word patterns. However, there is little evidence of the majority of pupils having regular and independent opportunities to use and apply their information technology skills at a challenging and meaningful level in most lessons.

88. Teaching in demonstration lessons was at least satisfactory. In one lesson where control was discussed, the teaching was good, which helped pupils to make good gains in their learning. In this lesson, the teacher drew on pupils' own experiences of information technology in the real world to make learning relevant and interesting. Pupils were effectively involved and good questioning in a 'brainstorming' session sustained a high level of interest. In class demonstrations, teachers usefully go over previous learning so that pupils are clear about the purpose of what they are doing. Teachers place a good emphasis on the use of an accurate technical vocabulary, which pupils make satisfactory attempts to model in their responses. This is an improvement on the previous inspection. However, arrangements for these class activities are not well thought out. Pupils are often cramped, sitting in a small area, and some have difficulty seeing the screen. Not all pupils are attentive as a result and some off task behaviour results, which is distracting to other pupils and time wasting. A weakness in teaching is that opportunities are missed to plan and organise the use of information technology to support learning in other subjects on a more regular basis. Lessons are not always well organised to give pupils a regular time at the computer. Pupils were observed working independently with information technology in only a small minority of lessons. However, when provided with opportunities, pupils are not always confident in their use of the equipment and do not concentrate well.

89. Planning for information technology is unsatisfactory and does not define the specific skills being taught clearly enough, especially to cater for pupils of different levels of attainment. This leads to a lack of challenge in some of the tasks provided, particularly for higher-attaining pupils. The subject policy has been reviewed and provides sound guidance on broad teaching and learning strategies, but the scheme of work has gaps and teachers are not provided with enough detailed guidance to plan their lessons effectively, so that pupils learn in a systematic way from year to year. This is needed in light of the large turnover of staff in the school. Procedures to track pupils' acquisition of skills are unsatisfactory, with only brief comments made which lack evaluation and links with national curriculum learning intentions. Some plans are in place to use grant funding for additional training for staff. However, the subject lacks effective leadership. The co-ordinator has been absent due to illness and this has left the subject with a lack of direction. Little monitoring of teaching and learning takes place, and this is needed to address some of the weaknesses, which currently exist and to help to raise standards.

ART

90. Pupils achieve satisfactory standards in art which match the attainment of most pupils of similar ages nationally. Similar standards were observed in the last inspection and have been maintained. Evidence shows that pupils work with a range of media, materials and techniques, with satisfactory outcomes and make satisfactory progress overall. In Year 1, pupils use different media to draw representations of toys paying attention to shape, proportion and colour. Attempts to draw using the computer as a medium are not so effective and pupils have difficulty in controlling shape and line. They experiment with light and dark colours, and also produce collage pictures using paper and fabric. In Year 2, most pupils use sketchbooks competently for experimentation with different media, such as pastels, paint and collage, and for illustrating different techniques, such as producing different tones with sketching pencils, and using different brush strokes. They make good attempts to match colours and shapes in

commercial pictures, and some know how to blend pastels to produce a particular effect. Work on display shows sound techniques developing in printing and weaving, although little three-dimensional work was seen. Pupils often use art as a medium to express ideas in other subjects. For example, in religious education, art is used to inspire sound observational sketches of Sikh symbols and for representing Islamic patterns. A good display of work shows how art can be used to support literacy through illustration of different books. Pupils capture the environment in art form when they look through ‘portholes’ on the classroom windows to draw what they see. Results show sound attention to line and some attempts to add depth through shading. Pupils study different artists’ work and use some of the techniques shown and artists’ pictures to inspire their own work, showing sound skills. In Year 1, for example, pupils experiment satisfactorily in the style of Mondrian, and use different media to represent Monet’s work. Across the key stage, insufficient opportunity is provided for pupils to evaluate and express opinions about their own and each other’s completed work.

91. Teaching and learning are satisfactory overall and were good in one lesson. In the good lesson, a good emphasis was placed on the skills being developed, so that pupils were clear about what was being learnt and focused their efforts on improving these skills. The teacher circulated well around the room, checking on pupils as they worked and made suitable pauses to draw pupils’ attention to common errors or to where pupils were working particularly well. This gave pupils encouragement and ideas on ways to improve further. The management of pupils was effective in creating a positive and productive working environment in which pupils were deeply engaged and involved in their work. In lessons where art forms one of a number of different activities, teachers do not always interact so well with pupils, a concern in the last inspection. Although adult help is used to support pupils on some occasions and this is helpful in ensuring pupils stay on task, on other occasions there is no adult support and pupils are left very much by themselves. Teachers do not spend enough time talking with pupils about how techniques can be developed, as their attention is elsewhere. Sometimes time is wasted as pupils stray off task. Not enough opportunity is provided for pupils to share their work at the end of lessons to aid evaluation of pupils’ own learning. A newly reviewed policy provides some guidance for teachers on teaching and learning strategies. However, the scheme of work has some gaps, so that it is not clear enough about how work is organised and planned over the key stage. This is unhelpful for teachers in temporary positions or new to the school, with the result that sometimes expectations of pupils are not high enough and there are variations in the quality of work across a year group. Sketchbooks are being used in Year 2 as a means of showing pupils’ achievement in art. However, annotation of pupils’ work is minimal and rarely identifies what is good in their work and what could be improved to ensure that learning builds effectively on pupils’ prior achievement. A satisfactory level of resources is available to support learning and the school makes good use of visits to national art galleries.

DESIGN AND TECHNOLOGY

92. Standards overall in design and technology are the same as those in the last inspection and are in line with those expected of seven olds at the end of Key Stage 1. Pupils have a sound understanding of the design and make process and make satisfactory progress overall, although there is some variation in the quality and amount of work in different classes in the same year group.

93. Pupils examine real life products to inform their designs. In Year 2, for example, pupils look at pictures of different types of equipment to help them with their designs for a sunshade for a teddy. In Year 1, they have looked at playground equipment before designing and making their own for a toy bear. Pupils make simple drawings of what they intend to make, listing materials and tools they want to use. They show how they will make their different products and also make simple evaluations of their final models, although their lack of effective literacy skills sometimes frustrates their attempts to explain clearly. Pupils learn about different structures. In Year 1, they know that rolling paper will strengthen supports for their equipment. In Year 2, they understand the need for a frame to hold up their structure. Pupils show sound making and joining skills, although on occasion adults try to do the work for pupils and this limits pupils' development of skills. Pupils use a range of materials to make different products and experiment with different techniques to sound effect. For example, pupils in Year 1 have made model beds based on the story of 'Goldilocks' and used construction kits to make models of toys. In Year 2, pupils have experimented with the lever mechanism. They have made wheeled vehicles of satisfactory quality, and model churches as part of their work in religious education. Nevertheless, the quality of work in designing and making skills varies in quality across the same year group due to variation in teachers' expectations.

94. Teaching is satisfactory in all the lessons seen. Sound subject knowledge is displayed by staff, which helps pupils to understand the design process well. Sound use is made of technology in the real world so that the pupils see a relevance to their learning. Some opportunities are provided for pupils to experiment for themselves with different materials and they enjoy these experiences. This helps them to make choices about what they will use and to assess any problems they may encounter. Adults are deployed well in the best lessons to support small groups, and they employ sound questioning skills to deepen pupils' knowledge and understanding and keep pupils involved and interested. On occasion, adults do too much for pupils who then have little active involvement and become bored with the result that the rate of learning slows. Nevertheless, behaviour is never less than satisfactory in spite of this; although where design and technology is one of several activities in a lesson, pupils in other groups are sometimes off task due to lack of teacher intervention. A scrutiny of plans across the school shows that, although these usually identify what pupils will do, they do not always have a clear or precise enough focus on the specific skills and techniques being developed. The lack of effective assessment of pupils' work means that the same work is often given to all pupils and this lacks challenge to extend higher attainers, a concern in the last inspection. The school has a good level of materials and equipment to support learning. The co-ordinator for design and technology left at Christmas. The subject has no effective leadership to provide a clear direction to work in design and technology and overcome weaknesses.

GEOGRAPHY

95. Standards of work in geography are satisfactorily in line with those expected of pupils of similar ages, thus maintaining the position at the last inspection. Pupils make satisfactory progress overall and those with special educational needs often make good progress with focused support from adults. Pupils for whom English is an additional language make satisfactory progress in developing their knowledge of geographical terms, although this is not always as rapid as it could be, as support for these pupils is not as well focused on their needs as for pupils with special needs. In general, higher-attaining pupils are not challenged sufficiently to reach higher standards, since work is often not adapted to extend their skills. On occasion, there is an over-reliance on worksheets, which do not make enough demands of these pupils.

96. Pupils in Year 1 make sound maps of their classrooms, using a key accurately to identify the pictures on the map. They investigate the physical features of their surroundings and develop sound skills of observing and recording, as well as their use of directional vocabulary. During the year, they have observed features of the school site and the local area and have contrasted them with country locations. They are able to plan a route and follow it. They describe their journey to school and are developing their concept of relative distances. They make satisfactory plans of the playground and the wildlife area. Many pupils have firm views on what they consider to be attractive and unattractive features in their environment. Most can explain the key features that give the local area its character, the buildings, local shops, houses and traffic. Pupils in Year 2 build on these early mapping skills. They use globes and maps, aerial photographs and plans at varying scales to identify the major geographical features in an area. Most pupils are able to locate the school successfully on an aerial map, and some know up to eighteen other features in the local area. They are developing their skills in using grid references to pinpoint locations. Pupils have some knowledge of geographical terms through their studies of contrasting areas, such as forests and deserts. They make sound attempts to begin to compare houses, schools, physical features, climate and the way of life in India with that in England. In Year 1, pupils describe in simple terms the effects of the weather at the different seasons and consider weather conditions in different parts of the world. By Year 2, they are conducting simple weather observations.

97. Teaching is satisfactory overall and in half of lessons it is good. Where teaching is good, teachers show good knowledge and understanding which helps pupils to make good progress in acquiring geographical skills. In most classes, the management of pupils is good and creates a positive climate for learning. Pupils respond with interest and concentration. Learning support assistants are deployed effectively helping pupils to make some good progress. Teachers make good use of the environment as a first-hand resource, which makes learning for pupils more relevant and uses their own experiences well. Teachers make good links with other countries and cultures, which helps to support pupils' cultural development. They make links with history through physical features and settlements. Some use is made of pupils' mathematical skills for mapping purposes. A key weakness in geography within otherwise satisfactory lessons is that plans are too brief in identifying in precise terms what different groups of pupils will learn. While the majority are helped to make satisfactory gains

through the narrow learning objectives, some do not make enough progress. For example, those with higher attainment are not enough work of a type to extend their skills and the expectations for these pupils are too low. The narrowness of objectives is linked to lack of assessment to identify what pupils need to learn next. Marking seldom informs pupils about what they do well and what they need to do to improve. These features were also noted as weaknesses in the last inspection.

98. A satisfactory level of resources support learning, with more aerial photographs than the last inspection and some good use of the locality. The curriculum is based on a scheme of work which is currently being revised in line with the new requirements. The co-ordinator is new to the role and has yet to monitor teaching and learning effectively to identify strengths and weaknesses in the subject in order to improve standards.

HISTORY

99. During the inspection, due to timetabling arrangements, no lessons were observed in history. Judgements are based on a scrutiny of pupils' work, teachers' long and medium-term planning, current displays and discussions with the co-ordinator and pupils.

100. Attainment at the end of Key Stage 1 is in line with that expected of seven year olds. Work is recorded satisfactorily, although there is an over-use of worksheets in some classes, which constrains the development of higher standards of recording skills. Pupils in Year 1 classes show a sound knowledge of the changes that have taken place in their own lives and the lives of their families. They develop their sense of chronology through the sequencing of events. They talk readily about local events, such as Hayes Carnival, the obelisk, the local elections in May and the Gladiators' visit. Each child has a time line, which is added to in Year 2. Year 1 pupils compare the way of life today with life in Victorian times, the 1920s, 1930s and 1950s. They make sound attempts to place the changes in chronological order. They use a variety of secondary sources to find out about the past, such as videos, pictures, artefacts and photographs, for example to compare and contrast toys and games from the past. Year 2 pupils build satisfactorily on these early skills. They have a more developed knowledge of the everyday life, work and leisure of people in the past. They can talk about their diet, everyday objects, houses, shops, jobs, transport, and entertainment, particularly in Victorian and Tudor times. They talk confidently about why they would not like to have lived in those times. As a result of going on local walks, pupils are able to describe some of the historical features of their local environment. For example, they describe one spot where they can see the canal, the railway and the new by-pass, representing transport through the ages. They have looked at the uses of buildings in the past and have discovered many facts about the history of Hayes, such as the fact that the school is built upon the site of a farm. Last term, they produced a display of local history, focusing particularly on the history of the school, which was exhibited at the Hayes and Harlington Local History Conference at Uxbridge College.

101. It is not possible to comment in depth upon teaching and learning, since no lessons were observed, but other evidence points to the fact that teachers' knowledge of history is good and that they successfully communicate their knowledge to pupils. Discussion with pupils reveals an interest in history. They show particular interest when they describe their studies of the local area. They have a satisfactory knowledge of their own learning. They exhibit a developing sense of chronology and they use historical vocabulary appropriately.

102. The scheme of work is currently being updated to incorporate new requirements and to include citizenship education. There are good cross-curricular links with other subjects. History texts are regularly used in the literacy hour, for example, the life of Elizabeth 1 was used as a non-fiction text. The head teacher is currently overseeing the subject in the co-ordinator's absence, but this means that the subject lacks a key figure to lead the subject and make improvements which are needed, for example, the introduction of effective systems for assessing pupils' attainment in order to inform future planning and give greater challenge for higher-attaining pupils.

MUSIC

103. Pupils throughout the school have reached standards that are satisfactory, when compared with those expected for their age, in aspects of singing and understanding of musical notation. This is a similar finding to the last inspection. Pupils make sound progress in their singing. They sing with confidence and enthusiasm in lessons and assemblies. By the end of the key stage, pupils have a wide repertoire of songs, which they can sing from memory, unaccompanied. Together, they produce a well-rounded tone and pitch the high notes with fair degree of accuracy. Apart from a Christmas concert, pupils have little opportunity for choral singing for special events. Pupils' skills in composing are sound. In Year 2 they interpret sounds in the environment into musical sounds, using a wide variety of instruments. Pupils in Year 1, with varying degrees of success, interpret music from the 'Carnival of the Animals' into movement sequences related to the animals concerned. Pupils in both years listen carefully and discuss the feelings the music evokes. They express their views and opinions about the compositions and performances, although their limited language skills sometimes prevents them from expressing their views coherently and at length. However, the range of opportunities provided, through discussions about music heard and performed, aids the development of pupils' language as well as their personal and cultural development.

104. The quality of teaching and learning is satisfactory overall, because despite good features being observed in three out of four lessons, planning weaknesses mean that pupils are taught only basic musical skills within the subject as they progress through the school. There is very little indication of how those pupils, who may be gifted and talented, would be supported in the subject. However, in the best lessons, teachers make good use of the wide range of instruments of satisfactory quality. They also provide opportunities for pupils to listen to a range of good quality tapes and CDs to develop their appreciation. An area for development is a collection of recordings of music from European and non-western cultures,

which would help to develop pupils' critical response and appreciation of the work of a greater variety of composers and instrumentalists. The quality of teaching has a positive impact on pupils' attitudes to learning. Pupils co-operate well and show respect for each other's performance. Pupils with special educational needs are helped to play an equal part in music lessons, which improves their confidence and feelings of self worth.

105. The co-ordinator for music provides good support and advice for staff, but does not monitor the development of the subject throughout the school. Currently there are no effective assessment procedures in place to help the planning of the subject to create more challenge for pupils in their learning.

PHYSICAL EDUCATION

106. Not all aspects of physical education were observed during inspection, but pupils were judged as making satisfactory progress in the development of their skills in games and gymnastics. Overall standards are in line with those expected nationally by the age of seven. This is a similar situation to that found at the time of the last inspection. Skills are developed systematically through the school. In gymnastics, pupils join in activities with energy and enthusiasm. Most show good control in developing a series of movements in floor work. The majority of pupils are agile and inventive in travelling in a variety of ways, and show a good range of movement skills. They collaborate well with partners and support each other's efforts. They work hard to improve their performance. This was well illustrated in a Year 2 lesson where a large majority of pupils developed passing a ball, using their feet, and dribbling skills effectively and successfully, and showed good development of team skills.

107. The quality of teaching is satisfactory overall. All lessons observed during the inspection were at least of satisfactory quality and about half of good quality. Teachers have secure subject knowledge and high expectations for pupils' attentiveness and commitment, with a good regard for safety. Activities are well planned to develop skills progressively through the lesson. Teachers give clear instructions and focus pupils' attention well in identifying what individuals need to do to improve. A key feature of the good lessons was the use of demonstrations by selected pupils, which were well timed and acted as effective incentives to take learning on to a further stage. Pupils' level of performance improved as a result. In one effective lesson, pupils needed little direct control or correction, because they were continually involved and encouraged to do their best. As a result, the atmosphere was positive and purposeful, with pupils clearly self-motivated and very well behaved. Lessons on the whole are well paced, because pupils respond promptly to instructions and behave well so there are few disruptions.

108. Resources are adequate overall. The previous issue of fixed playground apparatus has been addressed. The co-ordinator provides clear and effective leadership, supporting staff and trying to develop the subject at a time when its significance has diminished but has no opportunity to monitor the development of the subject throughout the school. Also there are no effective assessment procedures being used by the teachers that will aid planning.