

INSPECTION REPORT

**THE SMALLBERRY GREEN PRIMARY
SCHOOL**

Middlesex

LEA area: 313 Hounslow

Unique reference number: 102515

Headteacher: Ms. R.J. Saunders

Reporting inspector: Mrs. T. Chakraborti
12603

Dates of inspection: 17 - 20 September 2001

Inspection number: 194051

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|---|
| Type of school: | Infant and Junior |
| School category: | Community |
| Age range of pupils: | 3-11 years |
| Gender of pupils: | Mixed |
| School address: | Turnpike Way Off London Road Isleworth Middlesex |
| Postcode: | TW7 5BF |
| Telephone number: | 020 8580 2070 |
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| Appropriate authority: | The governing body |
| Name of chair of governors: | Mr. Sean Carey |
| Date of previous inspection: | 21 April 1997 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | | Subject responsibilities | Aspect responsibilities |
|--------------|-------------------|----------------------|--|---|
| 12603 | Tusha Chakraborti | Registered inspector | Foundation Stage | <p>What sort of school is it?</p> <p>The school's results and pupils' achievements</p> <p>How well are pupils taught?</p> <p>How well is the school led and managed?</p> <p>What should the school do to improve further?</p> |
| 8992 | Julian Vischer | Lay inspector | | <p>Pupils' attitudes, values and personal development</p> <p>How well does the school care for its pupils?</p> <p>How well does the school work in partnership with parents?</p> |
| 15580 | Margaret Still | Team inspector | <p>Information technology</p> <p>Design and technology</p> <p>Physical education</p> <p>Equal opportunities</p> <p>Special educational needs</p> | |
| 3588 | Kuldip Rai | Team inspector | <p>Mathematics</p> <p>Geography</p> <p>History</p> | |
| 25342 | Maria Hanna | Team inspector | <p>Science</p> <p>Art</p> <p>Music</p> <p>English as an additional language</p> | |
| 1157 | Neil Tonge | Team inspector | <p>English</p> <p>Religious education</p> | <p>How good are the curricular and other opportunities offered to pupils?</p> |

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Smallberry Green Primary is an average sized school for pupils aged 3 to 11. The school is situated in Isleworth in the London Borough of Hounslow. There are 290 pupils at the school, including 39 children in the nursery. Pupils come from the surrounding two housing estates as well as from other areas of Hounslow. Last year 33 pupils either left or joined the school other than the usual time of admission. Pupils come from a wide range of ethnic and cultural heritages, including 49 per cent from different minority ethnic backgrounds and 10 per cent refugees. Many come from areas where there are high levels of social and economic deprivation. Just over 40 per cent of pupils are entitled to free school meals; this is higher than the average. Nearly 31 per cent of pupils speak English as an additional language which is very high. Over 27 per cent of pupils have special educational needs which is above average: six have a statement which is similar to other schools nationally. The vast majority of pupils enter the school with low levels of attainment. The school faces great difficulty in recruiting teachers. Two teachers, qualified overseas, have joined the school a week before the week of inspection.

There is a unit for pupils with social and emotional difficulties, referred from schools in Hounslow, within the school. It is a local authority provision, housed in the school. The unit was inspected recently by Ofsted as a part of local authority inspection and was reviewed very positively. There are no children from the school in the unit.

HOW GOOD THE SCHOOL IS

Smallberry Green Primary serves its pupils well. Teaching is satisfactory, despite the difficulties in recruiting permanent teachers, as a result of an effective monitoring system established by the new headteacher. The school faces many challenges, such as low level of attainment on entry, high pupil mobility, high staff turnover and a high proportion of pupils with behavioural disorders. As a result, although pupils make satisfactory progress overall, standards are low. The headteacher and the deputy headteacher have started to address this by providing a sound quality of education which meets the academic, social and emotional needs of its pupils well. The school has a strong commitment to equality of opportunities and promoting the well-being of its pupils. It provides satisfactory value for money.

What the school does well

- The school is led and managed well. The headteacher provides clear educational direction and promotes effective teamwork and staff development.
- Staff and governors have clear understanding of the strengths and weaknesses of the school and are committed to raising standards through effective evaluation of the school's performance.
- Provision for social development is good; this means that pupils develop good social skills.
- Provision for pupils with special educational needs is good, as a result of which these pupils make good progress.
- Provision for pupils with English as an additional language, especially those in the early stages of learning English, is good
- Excellent accommodation in the school provides pupils with a very positive climate for learning.

What could be improved

- Standards are not high enough in most subjects, especially in English, mathematics, information and communication technology and religious education.
- Curriculum planning in the reception classes is not always clear and consistent to ensure that children develop their skills systematically.
- The behaviour of a significant minority of pupils is unsatisfactory and pupils' behaviour is not always managed effectively. This sometimes affects pupils' learning adversely.
- Attendance is still not high enough.

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 first inspected in 1997, two terms after its opening as a new school. Several changes have taken place since then. The key issues have been addressed effectively. National literacy and numeracy strategies have been implemented successfully. Clear procedures for monitoring planning

and teaching and learning have been introduced recently and are being implemented effectively. This means that the standards, although still low, are improving. Planning is satisfactory and provides opportunities for independent learning in English, mathematics and science. Co-ordinators' roles are developing appropriately through an effective staff development programme, despite frequent changes of teachers. An improved and consistent curriculum is now in place. The school has made satisfactory progress since the last inspection.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

| Performance in: | compared with | | | | Key |
|-----------------|---------------|------|------|-----------------|---|
| | all schools | | | Similar schools | |
| | 1998 | 1999 | 2000 | 2000 | |
| English | E | E | D | B | well above average A above average B average C below average D well below average E |
| Mathematics | E* | E | E | D | |
| Science | E | E* | D | C | |

Over the last three years the results have remained low. This is mainly because of high pupil mobility, as a result of which a large proportion of pupils joined the school over the last two years before they undertook national tests. The results of the 2000 national tests for the Year 6 pupils are below average in English and science and well below in mathematics. However, these results show a clear trend of improvement over the 1999 results and include a number of pupils with special educational needs who achieved the national average. When these results are compared with schools that have similar characteristics to Smallberry Green attainment is above average in English, average in science and below average in mathematics. This indicates that the school is adding some value to pupils' learning in these areas. The overall trend in the school's results is above the national trend in these subjects.

Standards achieved by pupils at the end of Year 2 in 2000 national tests are well below the national average in all three subjects but, in comparison with schools with similar characteristics, they are slightly higher, although still below the national averages. The results of 2001 national tests for this year group, however, indicate some improvement in the standards of attainment at the end of Year 2.

The inspection finds that, in science, both Year 2 and Year 6 pupils attain standards in line with the national average. Standards in English, although improving, are still below average at the end of Year 2 and Year 6. In mathematics pupils attain average standards in Year 2 while standards are below average for Year 6 pupils. Pupils make satisfactory progress across the school, especially in Years 1 and 2. Pupils who speak English as an additional language make good progress in acquiring appropriate skills, especially those who are supported by a specialist teacher. Pupils with special educational needs also make good progress in relation to their prior attainment and some of these pupils are achieving in line with the national expectations in English, maths and science. The school sets realistic targets to raise standards. It meets its targets for Year 2 pupils but not yet for Year 6 pupils, partly as a result of high pupil mobility.

The standards in art, music and physical education in Years 2 and 6 are in line with those expected of these year groups. In history and geography pupils attain the expected standards in Year 6. Standards are below the expected levels in information technology for both these year groups. In religious education also standards are below the expected levels for both the age groups. Very little evidence was available for design and technology across the school and in history and geography in Years 1 and 2 during the inspection. As a result, it was not possible to judge the standards of attainment in these cases. Children make good progress in the nursery and satisfactory progress in the reception classes. They are likely to reach the level of attainment in line with criteria specified in the government document Early Learning Goals.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|---|
| Attitudes to the school | Good overall. Most pupils concentrate well and like to attend school. |
| Behaviour, in and out of classrooms | Behaviour of a significant minority of pupils is unsatisfactory and this has an adverse impact on pupils' learning in some classes. |
| Personal development and relationships | Satisfactory personal development. There are opportunities for pupils to take on a range of responsibilities which most of them carry out willingly and successfully. Relationships across the school are satisfactory. |
| Attendance | Unsatisfactory attendance. Punctuality is satisfactory. |

TEACHING AND LEARNING

| Teaching of pupils in: | Nursery and Reception | Years 1 – 2 | Years 3 – 6 |
|------------------------|-----------------------|--------------|--------------|
| Quality of teaching | Satisfactory | 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 overall and good or very good in about half the lessons observed. Few unsatisfactory lessons were seen. The quality of teaching has improved since the last inspection, particularly considering the high staff turnover.

The quality of teaching was frequently good in English and mathematics. Literacy and numeracy strategies have been implemented effectively. Teachers plan their lessons well and ensure that the learning needs of all pupils are met. Most teachers have secure subject knowledge and employ a good variety of teaching methods to make lessons interesting. As a result, pupils learn well in most classes. However, some teachers are not sufficiently skilful in managing the behaviour of that significant minority of pupils who are particularly disruptive. On a few occasions, this means that these pupils are able to disrupt whole lessons, even though their teachers plan well and are good teachers, in general. Therefore, in these lessons, pupils do not achieve standards of which they are capable. Teaching in the nursery is good. It is satisfactory in the reception class. However, the curriculum planning is not always clear and consistent in the reception class.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | Satisfactory; the curriculum is broad and balanced and has been improved since the last inspection. |
| Provision for pupils with special educational needs | Good; many pupils with special educational needs are making good progress |
| Provision for pupils with English as an additional language | Good; these pupils are well supported and most of them achieve well. Those beginning to learn English make good progress. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Overall the provision is satisfactory. The provision for promoting social development is good. |
| How well the school cares for its pupils | The school works hard to ensure that the arrangements for pupils' health, safety and welfare are good and are implemented consistently. |

The school has effective links with the parents and these are improving. Parents receive good information about their children's progress in school.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | The school is led and managed well. The headteacher provides a clear educational direction and is supported well by the deputy headteacher and governors. |
| How well the governors fulfil their responsibilities | The strategic roles of the governors are developing well and they have become more and more actively involved over the past year. They have a clear understanding of the strengths and weaknesses of the school. |
| The school's evaluation of its performance | The school has established a system for evaluating its performance through the evaluation of the school development plan and the analysis of test results. |
| The strategic use of resources | The school makes good use of all staff and accommodation. Grants and fundings are used efficiently to address the educational priorities. |

The school has an adequate number of staff and they are well trained. Accommodation is excellent and very suitable for delivering all areas of the curriculum. Learning resources are satisfactory. The school applies the principles of best value in all spending decisions and monitors its impact on financial planning closely.

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 • Children are making good progress • The teaching is good • Parents feel comfortable about approaching the school • The school works closely with parents • Parents are kept well informed about their children's progress • The school is well led and managed. | <ul style="list-style-type: none"> • Behaviour of a significant minority of children is unsatisfactory. • Their children do not receive sufficient homework • The school does not provide an interesting range of extra-curricular activities |

The views stated here have been gathered from 15 parents who came to the pre-inspection meeting and the 14 per cent questionnaires that were returned.

The inspection team agrees with the positive views of parents. The inspectors find that the school follows its homework policy but there were some inconsistencies due to staff changes. However, the team did not find any evidence to confirm the concerns about homework and information about pupils' progress. The school provides a satisfactory range of extra-curricular activities which enhances pupils' opportunities for learning and physical activities. Inspectors agree that, although the majority of pupils behave well, there is too much unsatisfactory behaviour in some lessons and around the school caused by a significant minority of pupils. The headteacher is working with her staff to ensure regular homework and to improve behaviour in school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The attainment for children, on entry to the nursery, is below that expected of children of this age. Children in the nursery make good progress and they make satisfactory progress in the reception class. As a result, by the end of the reception year, the majority of children reach standards that are broadly in line with the expected levels for their age group nationally.
2. The 2000 results show a clear trend of improvement over the 1999 results and include a number of pupils with special educational needs who achieved the national average. The results show that Year 6 pupils are below average in English and science and well below in mathematics. In comparison to schools with similar backgrounds, attainment is above average in English, average in science and below average in mathematics. Over the last three years the results have remained well below the average. This is mainly because of high pupil mobility. A large proportion of pupils had been in school for six terms or less before they undertook the national tests. This indicates that the school is adding some value to pupils' learning in these areas. The overall trend in the school's result is above the national trend in these subjects.
3. Standards achieved by pupils at the end of Year 2 in 2000 national tests are well below the national average in all three subjects but just below average in comparison to schools with similar characteristics. However, the results of 2001 national tests for Year 2, indicate some improvement in the standards of attainment at the end of Year 2, although standards remain low at the end of Year 6.
4. The inspection finds that, in science, both Year 2 and Year 6 pupils attain standards in line with the national average. Although improving, standards are still below average in English at the end of Year 2 and Year 6. In mathematics pupils attain average standards in Year 2 while standards are below average for Year 6 pupils. The standards in art, music and physical education in Years 2 and 6 are in line with those expected of these year groups. In history and geography pupils attain the expected standards in Year 6. Standards are below the expected levels in information and communication technology. In religious education also standards are below the levels expected by the locally agreed syllabus for both the age groups. Very little evidence was available of design and technology across the school and in history and geography in Years 1 and 2 during the inspection. As a result, it was not possible to judge the standards of attainment in these cases. Pupils make satisfactory progress across the school, especially in Years 1 and 2. Pupils who speak English as an additional language make good progress in acquiring appropriate language skills.
5. Pupils with special educational needs are making good progress at both key stages with some of these pupils achieving in line with the national expectations in English, maths and science. In 2001 national tests eight out of 19 pupils in Year 6 achieved Level 4; two of these have statements of special educational needs. This follows clear strategies for identification, carefully staged educational plans and thorough procedures for monitoring and assessment. Other pupils on the special needs register make satisfactory progress. Carefully written targets and the unity of the teachers and classroom assistants in reinforcing good behaviour ensures progress of pupils' behaviour management.
6. In English, standards of attainment are below national expectations in all areas of the subject in both Years 2 and 6. The majority of pupils listen attentively but a significant minority find it difficult to sustain concentration. Pupils are developing confidence to express their own views and listen to each other's opinions. Pupils make sound progress in reading and writing across the school. Higher-attaining pupils read with considerable fluency, adding interest to the stories by adding expression but low-attaining pupils and some average pupils have difficulty in sounding out the words for pronunciation. Attainment in writing has been identified by the school as a major area for improvement this year. Pupils develop the capacity to write lengthier pieces but the range of different types of writing is limited and there are few examples of substantial writing in subjects other than English. There are very few examples of pupils using ICT to develop their literacy skills. The National Literacy Strategy has been introduced effectively and literacy is used well to support work in other subjects.

7. In mathematics, standards are average in Year 2 and below average in Year 6. There is a good emphasis on solving simple problems involving money, and use of mathematical language in Years 1 and 2. In Year 6, the numeracy skills of the majority of pupils together with their mental calculation and rapid recall are satisfactory but a significant proportion of pupils, produce work at a level below that expected of pupils of their age. Pupils have a satisfactory understanding of 'shape, space and measures'. They draw angles of different sizes, and are able to find the perimeters of simple shapes. Their knowledge of 'using and applying' mathematics is sound, and they show confidence in explaining how they solve problems. The National Numeracy Strategy is being applied effectively across the school.
8. In science, standards are average across the school. Pupils carry out investigations in all aspects of science and present their findings through labelled diagrams and charts. Oldest pupils evaluate scientific evidence and make comparisons. In information technology, pupils' attainment at the end of both key stages is below national expectations. Pupils' use of ICT has been limited, but the ICT suite is now established and a scheme of work is in place to ensure full coverage and progression.
9. In religious education, standards are below the requirements of the Locally Agreed Syllabus. Years 5 and 6 display knowledge of some of the major world religions. They have a limited knowledge of places of worship associated with these faiths and the significance of the symbols and objects associated with these beliefs.
10. There is no significant variation between the attainment of boys and girls and that of different ethnic groups. The school sets realistic targets for its pupils and reviews the targets every year. High mobility means that the school does not always meet the targets, especially in Year 6.

Pupils' attitudes, values and personal development

11. Pupils' attitudes to school are good across all year groups. Positive attitudes are also evident in the pride pupils have in being members of a caring school community that values the whole person and not simply their academic capabilities. However, while the behaviour of the majority of pupils is good, the behaviour of a significant minority of pupils is unsatisfactory.
12. Pupils are happy to start work at the beginning of the day. They enjoy participating in sometimes creative registration periods. For example, pupils responded well in a Year 2 class, as they had to concentrate on where they would like to be as they said their names. During lessons, pupils generally take their tasks seriously and enjoy their learning. Even the pupils with behavioural problems take a positive attitude to school because they recognise that it is a caring environment. Pupils take their duties seriously and are keen to take on responsibilities. For example, a Year 6 pupil was especially looking forward to her job, under the Meaningful Work Programme, to work in the office and answer the telephone at lunchtimes. Infant pupils carry the register in pairs back to the office with care and diligence.
13. Behaviour in and around the school unsatisfactory. This represents a deterioration since the last inspection. It is due to the significant minority of pupils with behavioural difficulties who disrupt classes too easily. However, the majority of pupils are well behaved. Ten per cent of the pupils on the special needs register have behavioural difficulties. These pupils respond to individual and small group teaching, when their attitude to their work is good and they strive to make progress. However, sometimes their disruptive behaviour causes many others in those lessons to lose concentration and misbehave too. This has an adverse impact on the learning of all the other pupils in the class.
14. Behaviour during school assemblies was found to be satisfactory. During playtime, behaviour is usually satisfactory but pupils do not always respect each other's space. There are some pupils with challenging behaviour who are sometimes disobedient and disrespectful. There were two fixed period exclusions last year. There were, however, no incidents with regard to bullying or racism noted during the inspection.
15. Relationships are generally good between staff and pupils and satisfactory between pupils themselves. Pupils are offered good role models by all staff in both developing self-esteem and showing respect for one another's work. Because of the considerable efforts of all staff in this area, many pupils are not only self-confident but are keen to take on the responsibilities that the school offers them. For example, during playtime some older pupils take great pride in running

and organising games, such as outdoor Snakes and Ladders, for the younger pupils. The vast majority of pupils show respect for the cultural values and beliefs of others.

16. Levels of attendance are unsatisfactory as they are below the national average. This represents a deterioration since the last inspection. The school has a high number of families moving in and out which has an adverse effect on figures. Unauthorised absences are high but this does reflect a change to a stricter enforcement policy in the recording of absences. Punctuality is satisfactory; most pupils come to school on time.

HOW WELL ARE PUPILS TAUGHT?

17. The quality of teaching is satisfactory overall. Teaching was satisfactory or better in 11 out of 12 lessons. Teaching was good in one third of the lessons and very good in one out of 8 lessons. It was unsatisfactory in one in 12 lessons. The quality of teaching has improved since the last inspection, especially considering the high staff turnover.
18. The quality of teaching was frequently good in English and mathematics. Literacy and numeracy strategies have been implemented effectively. Teachers plan their lessons well and ensure that the learning needs of all pupils are met. Most teachers have secure subject knowledge and employ a good variety of teaching methods to make lessons interesting. As a result, pupils learn well in most classes. This was evident in a Year 1 literacy lesson where the story 'We Are Going on a Bear Hunt' was introduced through the 'Bedford Bear' very effectively.
19. Most plenary sessions are used effectively to consolidate pupils' learning. In a Year 1 numeracy lesson, for example, very effective planning ensures that pupils apply their knowledge of number to enhance their understanding of simple addition and subtraction. Most teachers use appropriate strategies to ensure that pupils build on previous learning and develop the concepts systematically. In many lessons, teachers maintain a brisk pace so that pupils remain active and learn well. These features contribute positively to pupils' attitudes to learning and their progress.
20. Teaching in the nursery is good. It is satisfactory in the reception class where curriculum planning is not always clear and consistent. The activities provided for the children in the nursery are very appropriate offering them challenges and ensuring that their attention is captured, so that they remain interested and involved in their learning for a considerable time. Activities are well linked, supporting the acquisition of basic skills such as literacy, numeracy and independent learning.
21. Most teachers are good at behaviour management. However, some teachers are not sufficiently skilful in managing pupils' behaviour. This means that, although the majority of pupils behave well and display good attitudes to learning, a significant minority of pupils are able to disrupt the whole class in these lessons, even though these teachers plan well and are good teachers, in general. This is compounded by the presence of some pupils with significant behavioural difficulties. Frequent disruption from these pupils in some of these classes means that most pupils do not always have the opportunity to concentrate and learn well. The unsatisfactory lessons are few in number and are mainly linked to a lack of behaviour management skills.
22. Relationships between teachers and pupils are good. Teachers treat all pupils with respect and as individuals but at the same time expect high standards of behaviour. Praise is used to reinforce good behaviour, but sometimes to such an extent that pupils do not recognise the difference between acceptable and unacceptable behaviour.
23. Teachers are knowledgeable about the subjects they teach and present and discuss subject material in a way that helps pupils to understand. In many lessons teachers' thorough knowledge and understanding of the pupils' learning needs leads to very good group organisation and very efficient support for all children including those with special educational needs. The learning atmosphere in these lessons is good. Pupils feel safe and valued and develop their reading and writing skills effectively. This was seen in a Year 3 history lesson where pupils with English as an additional language were supported very effectively to develop a clear understanding of the role of men and women in Ancient Egypt.

24. Most teachers use the assessment procedures well to identify pupils' progress in lessons and use this information for future planning satisfactorily. However, a marking policy is yet to be developed. This means that marking of pupils' work, at present, is inconsistent in some subjects.
25. Very effective ongoing assessment by the special needs co-ordinator ensures that pupils with special educational needs are supported effectively throughout the school. There is a good partnership between class teachers and support staff and they work positively together to enable pupils to meet their targets. Work is appropriately differentiated and is matched to pupils' needs and prior attainment. As a result, pupils are able to make good progress.
26. The school is well supplied with skilled support staff who make a positive contribution to pupils' learning, especially those who have special educational needs and those for whom English is an additional language.

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

27. There has been good improvement in the management and organisation of the curriculum since the last inspection. The curriculum is broad and balanced and planning is based on appropriate programmes of work that have been put into place for all subject areas, although there is a weakness in the amount of work produced in religious education (RE). Subject times for English and science also are a little low compared to other schools. Greater use should be made of information and communication technology (ICT). This has been recognised by the school and is being addressed through its action plan. In addition greater opportunities for extended writing need to be found. Schemes of work are well complemented by medium term plans and short term plans, although there are some weaknesses in the reception year, where the planning does not always contain the necessary detail. Most teachers have a sound grasp of the distinction between activities and learning objectives and there are only occasional exceptions to this otherwise good practice. The curriculum is effectively reviewed through regular monitoring of lessons and planning and pupils' progress are evaluated through an analysis of school data.
28. The curriculum provision for special educational needs is good. The education plans for the pupils with special needs are carefully written and applied, as appropriate, across the curriculum. Support is given both in the classroom and by withdrawal for focused individual and small group work. When pupils are withdrawn from class care is taken to limit the effects of missing class activities. The school draws on the expertise of the staff in the workshop unit that caters for identified pupils across the borough, though no pupils from the school are currently receiving support there. There are good links with a wide range of expertise in the local education authority and health authority, who provide valuable support through their joint planning and teaching of individual pupils. Parents express confidence in the effectiveness of the school's practice.
29. Provision for the pupils who speak English as an additional language is good and these pupils have full access to the whole curriculum.
30. As a consequence of the implementation of the National Literacy Strategy and the improvements in curricular organisation and monitoring, standards in literacy have gradually improved despite a high turnover of staff and pupils. All the elements of the literacy hour are included regularly in every lesson but they need to be re-enforced in other areas of the curriculum and through the use of ICT.
31. In mathematics standards are slowly improving as a result of the introduction of the National Numeracy Strategy, which was a key focus for the school in the previous academic year. Whilst some teachers develop pupils' numeracy skills in other areas of the curriculum, evidence of this is limited.
32. The school is implementing a good programme for personal, social and health education which includes sex education and drug misuse. The importance of healthy eating and exercise are also explored as part of the personal, social and health education programme.

33. The school provides a curriculum in which pupils enjoy a high degree of equality and opportunity. The inclusion of all pupils, particularly those with special educational needs and English as an additional language, has a high priority in the school and contributes significantly to the social development of all pupils. Higher attaining pupils are, in the main, adequately challenged in classes.
34. The provision of extra-curricular activities is satisfactory. The school offers a range of sporting and cultural activities such as mixed football, netball, gardening, choir, drama and athletics. Two clubs are run by interested pupils themselves. A School Council is to be set up in the near future. Learning is also supported by visits to historical places and contrasting localities.
35. The provision for pupils' spiritual, moral, social and cultural development is satisfactory overall. Spiritual development is promoted satisfactorily through RE lessons where pupils learn about major world religions. Assemblies also significantly contribute to pupils' spiritual development. During the week of the inspection they were based on the theme of 'unity' and a range of activities including prayer, reflection and stories from other cultures were used to good effect. All assemblies were in line with the statutory requirements of a daily collective act of worship.
36. Provision for pupils' moral development is satisfactory. Each classroom displays its code of conduct. Pupils understand the difference between right and wrong and, in the main, respect the property of the school and that of other pupils. Circle-time discussions provide valuable opportunities for pupils to explore difficult issues and their feelings. During these sessions pupils learn to respect one another's views and to develop methods of managing their behaviour.
37. Provision for social development is good. The school sets a high priority on developing the social skills of its pupils. Class rules are discussed and referred to. Pupils are reminded of their responsibilities to themselves as well as to others and to think about the effect of their actions on others. The school also organises fund raising events, such as the last Red-Nose Day. Pupils are given opportunities to work together in small and larger groups and to depend on one another to play their parts in a team effort. Older pupils are given responsibility for the welfare of younger pupils at lunchtime by acting as prefects. Pupils are expected to take their responsibilities seriously.
38. Provision for pupils' cultural development is satisfactory. The local environment is used to good effect and some use of the local culture is drawn on to make their learning more effective, for example by visitors who talk to the children about past and present events. Pupils understand some aspects of the cultural diversity of the world through the school community itself, which is representative of many ethnic groups and through subjects in the curriculum such as religious education, geography and history. Greater use could be made however, of visits to places of worship and visitors representing other faiths.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The school takes good care of its pupils. The caring atmosphere has been maintained since the last inspection. All pupils are encouraged to behave well. A full and detailed policy, with a strong emphasis on positive reinforcement of good behaviour, is in place. This policy is thoroughly understood by all members of staff and is further supported by class rules displayed in every class and in corridors and the playground. However, pupils are not always aware of the teachers' expectations of their behaviour. Parents are kept closely informed. Similarly, procedures for monitoring oppressive behaviour are good, but eliminating such behaviour requires more consistent implementation of these. All incidents of bullying are recorded. Staff are supported well by the headteacher who deals with the pupils concerned quickly and effectively. The school has very good procedures for child protection, based on the Local Education Authority guidelines, which are well known by all staff. There are very good links with the Education Welfare Officer. The introduction of circle time across the school has had a positive impact on behaviour issues by allowing more opportunities for pupils to have their voices heard. There are plans for a School Council to be introduced.
40. There are very good procedures for monitoring attendance. The Welfare Officer is at the centre of an effective approach based on a computerised system for easy calculation. The school has targeted this area since the last inspection and trends in absence and lateness are carefully monitored. The school has targeted punctuality and the parents taking of holidays in term time

and ensures that parents who need to be are informed in their mother tongue. Registers are taken efficiently and often creatively, becoming a tool to increase the opportunities for social interaction. Higher levels of attendance are promoted by a good reward system that encompasses both individual and house-point strategies and encourages full attendance.

41. The Welfare Officer also has a key role in first aid matters and works alongside a strong and effective team of learning support assistants. Lunchtime staff are equipped with walkie-talkies to assist in playground management and the smooth operation of lunchtime sittings. All injuries and accidents are clearly recorded. The team meets weekly to discuss issues and raise new proposals in minuted meetings. They are responsible for managing the promising new Meaningful Work Programme which is designed to increase pupils' involvement in school life. All health and safety and first aid procedures are up to date and well known and the governor responsible for Health and Safety regularly monitors the fabric of the school.
42. First Aid boxes are temporarily housed in the spacious and well-equipped medical room. Fire extinguishers are clearly positioned throughout the school and regular fire drills are carried out. All staff are aware of safe classroom practice. Routines for moving around the school and going to and from the playground are satisfactory. The use of the house system to divide up lunchtime sittings is very good because it gives pupils an opportunity to sit with other age groups.
43. The induction of new pupils and the monitoring of pupils' attitudes to learning as they progress through the school are good. Both are relayed to parents in the school report. Procedures for monitoring pupils' attainment and progress and the use made of this information are satisfactory.
44. Assessment is satisfactory overall, but good in English and mathematics. National test results are analysed and used for future planning appropriately. Procedures for monitoring and supporting pupils' academic progress are good in English, Special Educational Needs, and English as an Additional Language. They are satisfactory in other subjects.
45. The school maintains its special needs register well and its policy and practice on special needs fully meet the requirements of the Code of Practice and firm procedures are in place to identify pupils with special educational needs. Provisions are in place to address the requirements of the Revised Code and new thresholds.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. Parents expressed satisfactory views about the school when responding to the questionnaires and at the parents' meeting. Nearly all parents who took part felt that their children like coming to school; most parents believe that the teaching is good and many feel that their child makes good progress. Many feel that activities outside lessons and homework could be improved. A high proportion of parents feel concerned about behaviour of some of the pupils in school, particularly in some classes, although they agreed that most pupils are generally well behaved. They feel that, as a result of the unsatisfactory behaviour of a minority of pupils, some of the pupils do not achieve as well as they should.
47. The school has good links with parents and provides good quality information for them. These standards have been maintained since the last inspection. Parents are given clear details about school issues and events by the headteacher's weekly newsletters. The school makes good use of translators to ensure that all parents have equal access to information. For example, the many translations that Ofsted supplies for its parents' questionnaire do not yet cover Albanian and so the school had them duly translated by an Albanian teacher. Home-school diaries offer a useful channel of communication between parents and staff and are used for reading comments for younger pupils. Reports are good; in all years, they cover what has been learned in good detail in a frank and open style referring the parent to what their children need to learn next. Individual targets are clear. They contain comments on the pupil's personal development. There is also a useful mid-year report in the form of a summary sheet. The school holds three parents' evenings annually including a post-school report meeting in the summer term. These meetings are enhanced by the provision of translators for parents that need them. Similarly, there is good provision of curriculum evenings with translators. Separate open mornings are provided for new parents in the Nursery and in Reception. The school operates an effective

open-door policy, where parents can see the headteacher should they feel that the classroom teacher has not given them a satisfactory response.

48. The impact of parents' involvement on the work of the school is satisfactory. There is a small body of very committed parents who make a very effective contribution. They come in to school regularly to hear pupils read and help with the organisation of resources making lessons more effective. Parents are encouraged to contribute to their children's learning at home through useful prompts on how parents may assist their children's learning in the home-school diaries. Parents have also been invited to booster classes in both Literacy and Numeracy, which make it easier for them to help their children. The headteacher has given priority to raising the profile of the school with parents and has applied for considerable funds, through the 'mini' Educational Action Zone, to support and enhance learning of both parents and children. Some traditional, orally passed-on, Somali stories have been recorded with a view to creating a chain of learning experiences for both pupils and parents. In this way, the school values its rich ethnic and cultural resources. The Parent Teacher Association is in its infancy but has still managed to raise funds in excess of £1200 for use in school. For example, they provided the giant outdoor versions of indoor games that pupils so enjoy playing with in the playground.
49. Parents of special needs pupils are fully involved at all stages of the special needs register. The comments and contributions from parents are welcomed and carefully monitored by the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The school is led and managed well. The headteacher provides good leadership and clear educational direction. Over the past year, since her appointment, the headteacher has introduced and implemented several new initiatives in order to establish an educational provision which is of good quality and ensures equal opportunities for all. She is supported very well by the deputy headteacher and other members of the staff. Good planning has been devised and is being implemented successfully. Assessment procedures are effective in core subjects. Standards achieved in national and internal tests are analysed consistently and used effectively for planning to raise standards. As a result, the quality of teaching is improving, despite several changes in staffing.
51. The governing body has a clear structure with appropriate terms of reference. Governors are very supportive of the headteacher who reports to them regularly, keeping them well informed about the work of the school. They visit the school and have a clear understanding of its strengths and weaknesses.
52. The school is committed to high achievement and promotes equal opportunity in all areas of school life. The school development plan is thorough and effectively linked to performance management and staff development. It is based upon a realistic evaluation of what needs to be done in the school in order to take it forward.
53. The management of special needs in the school is good. The special needs coordinator has a very clear understanding of the requirements of the pupils and strategies to be adopted at each stage. He provides effective support and works closely with the class teachers in planning, assessing and monitoring pupils' achievements. Effective links are maintained with outside agencies and regular contact is maintained with parents. The special needs governor shows a particular interest in the learning needs of the pupils.
54. There are sufficient numbers of qualified teaching staff to meet the needs of pupils and teach the full range of the National Curriculum and religious education. There are appropriately qualified teachers and support staff to meet the needs of children and promote their progress towards all areas of learning, in the nursery and reception classes. Newly qualified teachers and new members of staff receive good support from the deputy headteacher who ensures that the induction programme is consistently applied. The arrangements for the professional development of all staff are good and linked effectively to whole-school needs identified in the school development plan. All teaching and support staff are committed and work effectively as a team.
55. The accommodation is spacious, attractive and well cared for. It provides an excellent learning environment for the pupils and allows teachers to meet the demands of the National

Curriculum. The outside areas provide very good opportunities for play, physical education, environmental studies and music.

56. Resources are adequate to meet the needs of the curriculum. They are clearly labelled and readily accessible to staff and pupils. There are no specific ICT resources for special needs, but it is identified as a priority in the school improvement plan.
57. The school has a thorough approach to financial planning. The governors have a strategic overview of budget management. The draft budget, carefully prepared by the headteacher in consultation with staff, is presented to the governing body for approval, with appropriate reference to the school development plan. Grants for pupils with special educational needs and pupils with English as an additional language are used appropriately and effectively monitored. The governors apply the principles of best value in all spending decisions and monitor its impact on financial planning closely. The large amount of balance from the previous year has been used judiciously to update resources and to improve the playground. Appropriate financial planning for improving the quality of education by using the balance carried forward for next year is already in place.
58. The deployment of teaching and support staff is effective and ensures efficient management of the school. Resources are used effectively to enhance pupils' knowledge and understanding in most areas of the curriculum. Good use is also made of visitors and outside visits to enhance pupils' learning. The school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards further, the governors, headteacher and staff should now:

- (1) improve pupils' attainment in English, religious education and information and communication technology in both key stages and in mathematics in Key Stage 2; (paragraphs 7, 8, 9, 10)
- (2) continue to improve pupils' behaviour by developing more consistent and effective approaches to managing pupils' behaviour; (paragraphs 14, 15)
- (3) ensure that curriculum planning in the reception class is clear and consistent; (paragraphs 28, 69)
- (4) improve attendance by involving parents more in their children's education. (paragraph 17)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 62 |
| Number of discussions with staff, governors, other adults and pupils | 36 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 0 | 8 | 20 | 29 | 5 | 0 | 0 |
| Percentage | 0 | 13 | 32 | 47 | 8 | 0 | 0 |

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

Information about the school's pupils

Pupils on the school's roll

| | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 19.5 | 250 |
| Number of full-time pupils known to be eligible for free school meals | 0 | 93 |

FTE means full-time equivalent.

Special educational needs

| | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | 0 | 6 |
| Number of pupils on the school's special educational needs register | 2 | 76 |

English as an additional language

| | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 104 |

Pupil mobility in the last school year

| | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 28 |
| Pupils who left the school other than at the usual time of leaving | 33 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 6.5 |
| National comparative data | 5.2 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 1.3 |
| National comparative data | 0.5 |

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

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

| | | | | |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
| | 2000 | 23 | 10 | 33 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 16 | 16 | 17 |
| | Girls | 6 | 5 | 4 |
| | Total | 22 | 21 | 21 |
| Percentage of pupils at NC level 2 or above | School | 67 (50) | 64 (50) | 64 (60) |
| | National | 83 (82) | 84 (83) | 90 (87) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 16 | 17 | 16 |
| | Girls | 5 | 6 | 4 |
| | Total | 21 | 23 | 20 |
| Percentage of pupils at NC level 2 or above | School | 64 (50) | 70 (65) | 61 (65) |
| | National | 84 (82) | 88 (86) | 88 (87) |

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

Attainment at the end of Key Stage 2 (Year 6)

| | | | | |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
| | 2000 | 11 | 11 | 22 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 5 | 6 | 9 |
| | Girls | 9 | 4 | 9 |
| | Total | 14 | 10 | 18 |
| Percentage of pupils at NC level 4 or above | School | 64 (42) | 46 (42) | 82 (39) |
| | National | 75 (70) | 72 (69) | 85 (78) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|----------|-------------|----------|
| Numbers of pupils at NC level 4 and above | Boys | n/a | n/a | n/a |
| | Girls | n/a | n/a | n/a |
| | Total | n/a | n/a | n/a |
| Percentage of pupils at NC level 4 or above | School | n/a (38) | n/a (42) | n/a (43) |
| | National | 70 (68) | 72 (69) | 79 (75) |

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

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 4 |
| Black – African heritage | 10 |
| Black – other | 12 |
| Indian | 22 |
| Pakistani | 12 |
| Bangladeshi | 0 |
| Chinese | 0 |
| White | 96 |
| Any other minority ethnic group | 31 |

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 | 2 | 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 – Y6

| | |
|--|------|
| Total number of qualified teachers (FTE) | 13 |
| Number of pupils per qualified teacher | 21.6 |
| Average class size | 22.7 |

Education support staff: YR – Y6

| | |
|---|-----|
| Total number of education support staff | 7 |
| Total aggregate hours worked per week | 129 |

Qualified teachers and support staff: nursery

| | |
|--|------|
| Total number of qualified teachers (FTE) | 1 |
| Number of pupils per qualified teacher | 15 |
| Total number of education support staff | 1 |
| Total aggregate hours worked per week | 67.5 |
| Number of pupils per FTE adult | 7.5 |

FTE means full-time equivalent.

Financial information

| | |
|--|---------|
| Financial year | 2000/01 |
| | £ |
| Total income | 851,590 |
| Total expenditure | 829,417 |
| Expenditure per pupil | 3,154 |
| Balance brought forward from previous year | 46,093 |
| Balance carried forward to next year | 68,266 |

Recruitment of teachers

| | |
|--|----|
| Number of teachers who left the school during the last two years | 11 |
| Number of teachers appointed to the school during the last two years | 12 |
| Total number of vacant teaching posts (FTE) | 3 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | 1 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 3 |

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 290 |
| Number of questionnaires returned | 41 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 59 | 33 | 3 | 3 | 3 |
| My child is making good progress in school. | 42 | 45 | 8 | 0 | 8 |
| Behaviour in the school is good. | 19 | 50 | 17 | 10 | 5 |
| My child gets the right amount of work to do at home. | 29 | 27 | 24 | 3 | 14 |
| The teaching is good. | 45 | 45 | 5 | 0 | 7 |
| I am kept well informed about how my child is getting on. | 50 | 47 | 0 | 3 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 52 | 30 | 9 | 3 | 5 |
| The school expects my child to work hard and achieve his or her best. | 51 | 36 | 8 | 0 | 5 |
| The school works closely with parents. | 36 | 50 | 10 | 3 | 3 |
| The school is well led and managed. | 42 | 36 | 5 | 9 | 8 |
| The school is helping my child become mature and responsible. | 32 | 43 | 10 | 3 | 10 |
| The school provides an interesting range of activities outside lessons. | 14 | 27 | 26 | 8 | 24 |

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

59. This inspection took place two weeks from the beginning of the school year and children just started in the nursery at the beginning of the week of inspection. All children in the reception class were in school full time. These children are settling and integrating well into the class.
60. Children enter the nursery with standards well below the average for children of this age and make good progress in the nursery and satisfactory progress in the reception class so that standards are generally in line with expectation in all areas by the time children leave the reception year. The previous inspection found that the school provides a satisfactory foundation for the National Curriculum. This is still the case as children continue to have a sound start to their education in this class. However, the standards were found to be higher in the last inspection.

Personal, social and emotional development

61. Children make good progress in this area in the nursery. Nearly all pupils enter the reception class with some confidence and settle in quickly to school life. Personal social and emotional skills are developed effectively and children are on target to achieve the expected level by the end of the foundation stage. Most children settle happily and confidently to a variety of tasks. There is evident enjoyment and enthusiasm from the children and relationships are supportive. Many begin to concentrate well, persevering with their work and play. Most are learning to play well together and to take turns, relating well to adults and other children. Behaviour is good in the nursery and satisfactory in the reception classes. There are appropriate opportunities to encourage independence and responsibility. Particularly good opportunities are planned for involving children in daily routines such as self-registration or in encouraging decision making. For example, they know how to use the chart for computer work and take turns in a responsible manner. Children are encouraged to dress and undress themselves, as seen before and after a physical development activity, or in the class with aprons or dressing up clothes. The adults also promote children's personal development effectively, by ensuring that the equipment and resources that the children use are easily accessible to them and help them to become independent.

Communication, language and literacy

62. A significant minority of children enter the school with under-developed language skills. They develop their speaking and listening skill well during their time in the nursery and some begin to copy their names. Children are encouraged to develop listening skills through reinforcement and appropriate use of whole class sessions after play. In the reception class most listen well in large or small groups, although a small minority find it difficult to concentrate. Most enjoy stories and poems and some talk readily about their experiences. Some children are developing early reading skills, handling books with care and talking about the pictures. The reading area has an appropriate selection of books; these are attractively displayed and inviting for children to make their own choices. They readily share books with each other and with adults. Early writing skills are developing, with some children able to sound out and write their own name independently, others copying from their name card. By the time children enter Year 1, they have made satisfactory progress in this area.

Mathematical development

63. Children make sound progress in mathematical skills which are promoted effectively through various activities, most of them practical.
64. In the nursery, children are able to sing songs and number rhymes with enjoyment. They count to five independently and count to ten with the help of the teacher and the nursery nurse. Some of them count to ten independently. In reception, the higher-attaining children count objects reliably to twelve; for example, they can select a collection of bricks and count them. Some can count to twenty using fingers and the majority of children able to count to ten correctly. Most recognise numbers to six and a few beyond this. They match picture cards with correct number

cards. Mathematics is resourced appropriately and there are satisfactory opportunities for children to extend their understanding of size and number through role-play in the shop.

Knowledge and understanding of the world

65. Children achieve satisfactory standards in this area. Both in the nursery and the reception classes, most children select resources and tools safely to design and build complex structures. They have a developing sense of how things join together and are willing to improve a design or construction. Children make satisfactory progress in their learning. Appropriate activities based on different topics widen children's knowledge and understanding in other areas of the curriculum. Computers are available during session times. Children in the reception class use these following a rota system that the teacher explained to them. They show some developing skill in mouse control when they move objects using the mouse or 'paint a picture' using a variety of colours.

Physical development

66. Overall attainment in this area is in line with expectations. Good use is made of the school's outside play area in the nursery in developing co-ordination and an awareness of space, themselves and others. Children in the reception class are not given sufficient planned opportunity for physical lessons. Children learn the vocabulary of movement: high, low, small, big, skip, fast, slow, flat and wide. They use malleable materials such as play dough to good effect. They develop appropriate skills for the handling of tools for cutting and shaping and gain safe control of these finer movements, for example, when cutting wrapping paper and making a successful parcel or cutting and shaping a variety of materials in making a collage. They make generally satisfactory progress in their physical development.

Creative development

67. Children generally make sound progress in developing their imaginative and creative skills. There are appropriate opportunities for role-play, based in the home corner. They act out themes, with support, sometimes relating to their own experiences. Music is used mainly for songs and rhymes and children sing with enthusiasm. For example a little girl in the nursery sang a rhyme independently, following the whole class singing, and was very pleased the teacher played her guitar while she sang. Children, particularly in the nursery, were observed painting independently, selecting their own paper, colour and paint and painting what they wanted.
68. The quality of teaching and learning is good in the nursery and satisfactory in the reception class. Children are prepared appropriately for entry into the Year 1. Planning processes and content are being developed to take account of the recent changes to the curriculum required nationally for this age group; this is identified in the school development plan as a priority for the coming year. Work covered is appropriately planned to the required programme for the Foundation Stage, in general. However, planning in the reception class is not clear and consistent. Lesson plans are not always sufficiently focused to ensure that activities have specific learning outcomes. As a result assessment does not inform planning for the next steps in learning. The headteacher is aware of this and recognises the need for supporting the early years' co-ordinator in leading planning for the nursery and reception classes. The nursery nurses and the classroom support assistant support children very effectively, especially in the nursery.

ENGLISH

69. National curriculum tests in 2000 showed that seven-year-old pupils achieved standards that were well below the national average. However, when compared to schools with a similar background, results were just below the national average. Furthermore the trend of improvement over the last three years is better than the national trend in reading but is less so in writing. Eleven-year-old pupils achieved standards that were below the national average but above the average when compared to schools with a similar background. The trend of improvement over the last three years is higher than the national average.
70. The most recent national results for 2001 indicate a lower level of attainment for both seven and eleven-year-olds. The results must be seen, however, in the context of a young group of

seven-year-old pupils, of which approximately 50 per cent have summer birthdays. Secondly, trends of improvement over time are difficult to determine because of the significant changes of school population that occur. For example, the current Year 6 contains only 12 per cent of pupils who have been at the school since Year 1. In addition, the number of pupils with special educational needs has increased and this inevitably affected overall results. Pupils with English as an additional language and those with special educational needs, however, maintain good progress, whilst pupils with a white U.K. background tend to underachieve in comparison, especially girls at the end of Year 6. In writing, in particular, many children are achieving below the level predicted by results at the beginning of Year 1 both for seven and eleven-year-olds. Spelling too is a weakness. The school carries out a rigorous analysis of data and monitoring of teaching and as a consequence is well aware of the issues upon which they need to take action.

71. The current inspection also finds that the standards attained by pupils in Years 2 and 6 are below the national expectations. Attainment in speaking and listening is below standards expected nationally by pupils in Years 2 and 6. The majority of pupils listen attentively but a significant minority find it difficult to sustain concentration. They look for distractions and this occasionally spills over into disrupting the learning of other pupils. This is evident where the teacher's behaviour management skills are less effective. Nevertheless, there is a significant minority of more able and average pupils who are able to give sustained explanations, for example in a Year 5 class when individual pupils talked to the class about their interests and answered questions. Younger pupils too, have the confidence to express their views, for example during an RE lesson when Year 1 pupils talked about the different clubs they belonged to and the feelings they experienced as members. A small minority of pupils do not always pay attention whilst a pupil is talking to the class, although teachers are insistent that they do so. High expectations and the use of circle time discussions are assisting in encouraging pupils to respect one another's views and opinions.
72. Pupils in Years 2 and 6 attain standards in reading below those expected nationally. Above average pupils in Year 2 read aloud confidently and higher-attaining pupils show their awareness of speech marks and punctuation in the way they read with expression from texts appropriate to their age. They can explain the distinction between fiction and non-fiction books and the use of contents and index. Average and below-average attaining pupils were unsure of these distinctions although this must be seen in the context that the Year 2 pupils were only three weeks into their new term. Low-attaining pupils and some average pupils had difficulty in sounding out the words for pronunciation and made unrelated guesses and some low-attaining pupils even had difficulty in sounding the initial letters of words. As pupils move through the school, however, they develop an increasing awareness of the plot and characters in the books they read. Higher-attaining pupils read with considerable fluency, adding interest to the stories by adding expression through following punctuation and grammar in the text. Most pupils had a favourite book and author which they could talk about.
73. Attainment in writing is below the standards expected nationally in Years 2 and 6 and has been identified by the school as a major area for improvement this year. More able pupils have a good grasp of basic vocabulary and are beginning to write clearly in independent tasks. They are beginning to develop their ideas well in sequences of sentences. All pupils use joined script although the average and lower-attaining pupils make common errors with capital letters and full stops when working independently. As pupils progress through the school they understand that when they are writing non-fiction they should plan and organise their work. More able pupils are able to draft their work from these notes and organise their writing. Lower-attaining pupils are able to do the same with simpler material. They also develop the capacity to write longer pieces but the range of different types of writing is limited and there are few examples of substantial writing in subjects other than English. There are very few examples of pupils using ICT to develop their literacy skills, although one good example of its use was the production of a school newspaper using computers.
74. The standard of teaching is satisfactory overall and frequently good. The school has implemented the National Literacy Strategy successfully and teachers are using it well although opportunities for pupils to produce lengthier pieces of writing need to be developed. Teachers' planning is satisfactory. Lesson objectives are clearly stated and pupils understand them. Lesson plans recognise the needs of differing pupils and appropriate activities are organised. Teachers take account of pupils' previous attainment in lessons and plan accordingly. Pupils' work is accompanied by good written comments suggesting how to improve. Each pupil has

targets to meet and these are regularly monitored. Most pupils make good progress, particularly where teachers have a high degree of skill in managing pupils' behaviour.

75. Resources are good.
76. The subject is well managed. An enthusiastic governor for literacy provides active support and involvement. Literacy sessions are held for parents and are relatively well attended. A high turnover of staff has meant frequent changes of co-ordinator but this has not lessened the effective management of the subject. A rigorous analysis of results combined with effective monitoring of teaching and lesson plans have ensured the good implementation of the National Literacy Strategy and a steady improvement in results. The current co-ordinator has a clear understanding of current strengths and weaknesses, which are being addressed through a detailed and comprehensive action plan.

English as an additional language

77. A very high proportion of pupils are learning English as an additional language and many are at an early stage of the acquisition of English when they enter the school at the age of five or later in their school career. They are well supported and helped to make good progress in their learning and achieve well.
78. The specialist teaching provided through the Ethnic Minority Achievement Grant is consistently of good quality and makes a significant contribution to the progress of pupils learning English as an additional language. The teacher has high expectations of what pupils can achieve and provides challenging activities. The teaching is well integrated into the mainstream provision. In lessons where specialist language support is not available, class teachers provide effective support for these pupils. Pupils listen to their teacher well and their relationships with each other are good. They persevere with their work and are generally courteous and well behaved.
79. Pupils' progress is tracked well and assessments are used effectively to plan the next stages of pupils' learning. Individual records provide a complete picture of pupils' learning needs. A bilingual assistant carries out mother tongue assessments in order to evaluate and plan for pupils' needs. The school is well supplied with skilled support staff who make a positive contribution to the learning of those pupils.

MATHEMATICS

80. In the 2000 national test results, standards reached by seven-and 11-year-olds were well below the national average. When compared with similar schools, they were below the national average. Although these standards are quite low, the trend over time shows a steady improvement at both ages seven and 11. The results for 2001 indicate further improvement at age seven. However, no improvement has taken place at age 11, with the results in 2001 being similar to those in 2000. The main reason for the lack of improvement at 11 in 2001 is the very high rate of pupil mobility in Key Stage 2. There are differences in the attainment of boys and girls, with boys achieving higher standards than girls. The school is aware of this and is addressing this issue. Pupils with special educational needs make satisfactory progress, and those for whom English is an additional language make good progress.
81. At the last inspection, attainment at the end of both Key Stages 1 and 2 was below national expectations. As a result, raising standards in mathematics, particularly in numeracy and open-ended investigations, was identified as a key issue. The successful implementation of the National Numeracy Strategy has helped the school to address this issue satisfactorily, with the quality of teaching being better now than at the time of the previous inspection. However, the implementation of the National Numeracy Strategy has impacted more on raising standards in Key Stage 1 than in Key Stage 2. Consequently, standards are now in line with what is expected of pupils of age seven, but below what is expected of pupils aged 11. Overall most pupils make satisfactory progress across the school.
82. In Year 2, most pupils can read, write and count numbers to 100, and some beyond. They use various signs such as +, -, and = to record different operations in number sentences. The higher and average attainers are able to order numbers to at least 100. They can extend simple number sequences, including counting on in 10s starting from different numbers. Pupils' mental mathematics is developing satisfactorily, with most of them being able to recall all addition facts to

10. However, only the above average pupils know subtraction facts to 10. Most pupils know the names and properties of common two-dimensional shapes. They solve simple problems involving money, and are beginning to make appropriate use of mathematical language when discussing their work.
83. In Year 6, numeracy skills of the majority of pupils together with their mental calculation and rapid recall are satisfactory. However, the lower attainers, who form a significant proportion of pupils, produce work at a level below that expected of pupils of their age. The higher and average attainers have a sound understanding of place value which they use to multiply, divide, add and subtract numbers. They add and subtract numbers with three or four digits, and sometimes those involving decimals. Many pupils can carry out long division correctly to divide numbers with two digits by those with one digit. Pupils' understanding of multiplication is developing satisfactorily. For example, during the inspection most pupils in Year 6 showed sound understanding of carrying out column multiplication of four-digit numbers with one-digit numbers. Pupils have satisfactory understanding of 'shape, space and measures'. They draw angles of different sizes, and are able to find the perimeters of simple shapes. Pupils have carried out a range of work on 'data handling', including the construction and interpreting of line graphs. Their knowledge of 'using and applying' mathematics is sound, and they show confidence in explaining how they solve problems.
84. The quality of teaching and learning is satisfactory overall, although some good teaching was also seen. Where teaching is good, teachers' instructions and explanations are clear, and questions are used effectively to check and extend pupils' learning. Through enthusiastic teaching and the use of a range of practical activities, they are able to engage pupils' interest so that they are focused and learn well. Pupils are prepared well for independent work, with tasks being matched well to their stage of learning. This impacts positively on pupils' interest and involvement in their work as a result of which they make good progress. For example, in a good lesson in a Year 1 class, the teacher carefully built on pupils' previous knowledge of adding up two single-digit numbers through good questioning and practical activities to help them to understand that addition can be done in any order. Weaknesses in teaching occur where teachers are not able to sustain the interest of pupils mainly because of the disruptive behaviour of some pupils. This impacts adversely not only on the learning and progress of pupils who display unsatisfactory behaviour but also many others who either get distracted and lose concentration. Sometimes the introductory part of the lesson is not used well to prepare pupils for independent work later in the lesson. As a result, the pace of pupils' work slows down, and in some cases they either get stuck or start making mistakes in their work.
85. The school has implemented the National Numeracy Strategy successfully, which teachers apply satisfactorily. All teachers follow the three-part lesson structure, although the effective use of the plenary is not yet firmly established. Planning is satisfactory. Teachers' explanations and instructions are generally clear, and they make appropriate use of questions to engage pupils in learning. Teachers have overall a satisfactory knowledge of the subject, but their management of pupils is not always satisfactory. Pupils' work is marked regularly and the provision for homework to consolidate pupils' understanding of mathematics is satisfactory. Other subjects make a positive contribution to mathematics, for example the use of dates on timelines in history. In geography, a good example of Year 6 pupils drawing graphs to show differences in the temperature and precipitation between London and Nairobi was seen. The school recognises that teachers need to be supported further to promote the use of mathematics across the curriculum. Very little use of information and communication technology to support mathematics was seen during the inspection week.
86. The curriculum is broad, balanced and relevant. The Framework for Teaching Mathematics supports teachers in carrying out planning which provides a clear structure for teachers. The procedures for assessing pupils' attainment and progress are good. Assessment information is used to establish individual targets which pupils are expected to achieve at the end of the year. However, pupils are not always aware of them. The school now plans to set short term individual targets which will be shared with pupils and their parents. Resources are good, although the school recognises the need to improve their use. The newly appointed co-ordinator has a clear understanding of her role. She is currently supported effectively by the deputy headteacher who carried out this responsibility until the end of last term. The provision for the development and monitoring of the subject is good. There is a good action plan designed to improve the quality of provision further.

SCIENCE

87. In 2000 National Curriculum teacher assessments at Key Stage 1 pupils attained standards that were well below the national average but broadly in line with those achieved in schools where pupils have similar backgrounds. In the 2000 national standardised tests at Key Stage 2 overall results were low in comparison with the national average but in line with similar schools. The results have been carefully analysed by the school and the overall trend over the last three years is one of improvement. The current inspection finds that the standards have improved across the school and pupils, both at the age of seven and eleven, attain standards in line with the national expectations.
88. Analysis of pupils' work shows that they make sound progress throughout the school. There is an emphasis on pupils undertaking their own experiments and investigating for themselves. This marks an improvement since the last inspection when investigative science was judged to be underdeveloped. Most of the pupils' work relates to the world around them and everyday situations. The youngest pupils in Year 1 know that plants need light and water in order to survive. They can identify and label parts of a plant. They recognise that exercise is essential to good health and can carry out a simple fitness test and record their findings. They can identify sources of light and communicate their findings on simple charts. In Year 2 pupils can identify a range of common materials, make predictions about their absorbency and recognise what makes a fair test. They can carry out an investigation into which material best insulates an ice cube and communicate their findings through labelled diagrams and charts.
89. Sound progress is evident throughout Key Stage 2. In Year 3 pupils recognise that there are forces of attraction between magnets and certain materials. They can identify and name muscles and joints in the body and explain their function. Year 4 pupils can conduct experiments to separate solids from liquids. They explore the habitats of mini beasts and draw conclusions about conditions. Pupils in Year 5 investigating the effects of exercise on health and fitness, made predictions into whether changes in movement affected pulse rate. A study of forces and gravity by Year 6 pupils show that they are able to evaluate scientific evidence and make comparisons. Findings are presented in an organised and scientific way. There are few examples of information technology being used to record findings.
90. The quality of teaching is satisfactory overall and occasionally good or very good. In the most successful lessons the teacher's expectations are high and pupils well managed. This was evident in a Year 1 lesson where pupils explored the world around them through their five senses. The lesson was well planned with learning intentions made clear and previous learning built on. Speaking and listening skills were developed by the teacher's skilful use of questioning. A range of resources was used to capture and hold the pupils' interest. The teacher intervened effectively to remind pupils of the behaviour code. Activities for each group were carefully planned to meet the needs of all pupils. Pupils with special educational needs and pupils for whom English is an additional language were well supported and made good progress. A feature of the good lessons is a balance of direct teaching and opportunities for pupils to think for themselves. For example, in Year 6 pupils worked in small groups to construct an electrical circuit to include two or three bulbs as part of an investigation into powering motors. The teacher gave useful feedback to each group and used praise discriminately. The lesson was well planned and resourced with a clear structure. Skilful handling of challenging behaviour meant that all pupils made good progress. Pupils with special educational needs and pupils for whom English is an additional language benefit greatly from small group investigations. The work is particularly well matched to their needs.
91. Pupils generally have sound attitudes to learning. Most pupils listen attentively in lessons and are keen to contribute ideas and suggestions. They are respectful of each other's views and ideas. They cooperate well with each other in investigations and practical activities. They handle equipment sensibly and competently with attention to health and safety. However, the disruptive behaviour of a significant minority of pupils in some lessons makes it difficult for others to concentrate on their work. As a result, progress in these lessons in investigative skills is unsatisfactory.
92. The subject is well led by a co-ordinator who is enthusiastic and knowledgeable. There is a policy and the scheme of work offers helpful guidance to teachers. Planning is well monitored to ensure appropriate coverage of the National Curriculum programme for science. The co-ordinator intends to monitor teaching throughout the school as part of the school improvement plan. There is a good range of resources to make lessons effective and interesting. These are

stored carefully and are accessible to teachers. Further an analysis of Key Stage 2 national test will enable the school to identify the areas of science in need of more focussed teaching.

ART AND DESIGN

93. Only three lessons were observed during the week of the inspection. On the basis of the lessons observed, the evidence gathered from examination of teachers' planning and scrutiny of pupils' work, it is judged that by the time pupils are 7 and when they are 11, they will achieve standards that expected for their age. The standards have been maintained at a similar level since the last inspection.
94. The displays of pupils' work show the sound progress pupils make as they develop their skills through the school. It is evident that pupils experience a range of activities in their art lessons including drawing, painting and collage work with much of the work being linked to other subjects. The youngest pupils use a variety of materials to create a textile caterpillar as part of a science topic on mini beasts. A colourful Year 2 display of mosaic fish represents links to a literacy topic. Year 3 explore shape, colour and pattern to create models of three dimensional chairs as part of a design and technology focus. Drawings of dancers show that Year 4 pupils have gained an appreciation of the style of the artist Edgar Degas. Year 5 experiment with different fabrics to create a collage of Myths and Legends as part of a literacy focus. Year 6 pupils demonstrate effective use of colour and tone to create the illusion of a setting sun. A vibrant display of work by pupils who are learning English as an additional language reflects the cultural diversity of the school.
95. In a good Year 3 lesson, pupils designed a pattern for a kitchen tile based on Ancient Egyptian hieroglyphic script. The teacher planned carefully and created a positive atmosphere. Through thoughtful and sensitive questioning, pupils were able to suggest ways of improving their own work. Challenging behaviour by a minority of pupils was skilfully managed. This enabled pupils to concentrate and produce their best efforts. Pupils with special educational needs and English as an additional language are well supported. Pupils demonstrated sound attitudes in the lessons observed.
96. The subject is well led by a knowledgeable and enthusiastic co-ordinator. She has clear vision of how the subject should be developed. She is adapting the Qualifications and Curriculum Authority's scheme of work to make practical links to other subjects. She has identified areas for development and has devised an action plan to address them. There are no formal assessment or recording procedures in place. However, a portfolio of pupils' work is being developed which will record good quality work across the school. There is a good range of resources to support teaching and these are well organised and readily accessible.

DESIGN AND TECHNOLOGY

97. No lessons were observed in design and technology and very few product outcomes were seen. It is not possible to judge the standards, on the basis of this insufficient evidence. Work seen, sculptures and puppets at Key Stage 2 was of a satisfactory standard with pupils clearly following the design process. Pupils were encouraged to develop their own ideas and label their diagrams. Year 6 pupils designed and made controlled vehicles and Year 2 pupils designed and made sandwiches. At the Foundation Stage pupils are given opportunities to explore construction toys in their play.
98. This is a developing area of the curriculum and is under new leadership. The school has drawn on local authority advice and a draft policy is now in place. The co-ordinator has a very clear vision of how the subject should develop putting a clear emphasis on quality and the design process to develop independence. The scheme of work carefully integrates activities from the national guidance into the school topic structure and curriculum areas. The use of ICT needs embedding into the scheme of work and appropriate software and hardware resources need to be implemented. The development of investigative skills is currently a priority for the school and the co-ordinator sees the opportunities for this within design and technology alongside the development of mathematics and literacy skills. Curriculum time is shared with art, alternating on a half termly basis but with connections made as they apply. This is a positive step to ensure quality time for both subjects.

99. There are a number of good resources, both consumable and non-consumable. These include construction kits and resources for food technology. However these are based on the old design and technology curriculum so need to be reviewed in the light of Curriculum 2000. Monitoring and assessment procedures are not fully in place yet.

GEOGRAPHY

100. Owing to the school's cycle of topics, it was possible to see only three lessons in geography, one in Year 1 and the others in Years 5 and 6. Analysis of pupils' previous work, school documentation, and discussions with the co-ordinator for geography provided further evidence. This evidence is insufficient to make a judgement on standards at the end of Key Stage 1. However, the current inspection shows that standards at the end of Key Stage 2 are in line with those expected nationally, and that pupils make satisfactory progress.
101. In Key Stage 2, pupils have covered a range of topics, for example weather, rivers, the local environment and the Isle of Wight. They have had sound opportunities to develop their knowledge, understanding and skills in geography. Older pupils in Key Stage 2 are able to draw out similarities and differences between places as was seen in Year 5 where pupils were studying their local area and Hay-on-Wye. By Year 6, pupils demonstrate a sound knowledge and understanding of the major features of their locality and their effect on the lifestyles of its residents. In their current work, pupils make good use of maps to locate different places and to show awareness of their wider geographical location, for example the names of countries and continents they are in. They analyse and interpret information and use it to draw bar and line graphs to show differences in 'temperature and precipitation', for example between London and Nairobi.
102. The quality of teaching is satisfactory overall. The lessons are well planned and well structured. Teachers' explanations ensure that pupils are clear about what they are doing. They use questions well to elicit responses from pupils and to build on them. They teach geographical vocabulary systematically. They manage pupils well, despite some very disruptive behaviour from a number of pupils. As a result, most pupils make satisfactory progress. Weaknesses in teaching occur when disruptive behaviour of a significant number of pupils makes concentration difficult for other pupils so they are distracted. This impacts adversely on their learning.
103. The geography curriculum is broad and balanced. The arrangements for assessing pupils' progress and attainment are satisfactory. The school is aware that resources in geography are currently unsatisfactory, with a need for more books, atlases and maps. The provision for visits to places of interest to enhance the geography curriculum is inadequate. The role of the newly-appointed co-ordinator is yet to be fully developed.

HISTORY

104. Owing to the school's cycle of topics, it was possible to see only two lessons in history, both in Year 3. One of these lessons was with a small number of pupils learning English as an additional language. Analysis of pupils' previous work, school documentation, and discussions with the co-ordinator and a group of Year 6 pupils provided further evidence. This evidence is insufficient to make a judgement on standards at the end of Key Stage 1. However, it shows that as at the time of the current inspection, standards at the end of Key Stage 2 are in line with those expected nationally, and that pupils make satisfactory progress.
105. Pupils in Year 3 show understanding of aspects of the past beyond living memory as they study the beliefs of ancient Egyptians. They begin to give reasons for why people in the past acted in the ways they did. By Year 6, pupils demonstrate sound knowledge and understanding of the topics they have studied in the past, for example the Greeks, the Romans, the Tudors and Modern Britain. They know that history can be divided into different periods of time and can identify similarities and differences between them. Pupils use technical terms in history such as BC, AD, decade, century and millennium and make good use of timelines which has helped them to develop a sound sense of chronology. Pupils are able to give some reasons for, and the results of, the main events in the past, for example World War 2.
106. With only two lessons seen, there is insufficient evidence to make a judgement on the quality of teaching and learning. However, in these lessons, teaching and learning were satisfactory in one lesson and very good in the other.

107. The history curriculum is broad and balanced. The arrangements for assessing pupils' progress and attainment are satisfactory. Resources are sufficient to teach the history curriculum and they are used satisfactorily. The provision for visits to museums and visitors to enrich the history curriculum is satisfactory. The co-ordinator has a sound understanding of her role. However, her role is underdeveloped in relation to monitoring and evaluation of teaching and learning in the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

108. Pupils' attainment at the end of both key stages is below that expected nationally. Pupils' use of ICT has hitherto been limited, but the ICT suite is now established and a scheme of work is in place to ensure full coverage and progression.
109. At Key Stage 1 pupils need help logging on the network in the suite but in the classroom with the aid of clear instruction cards they are able to do this independently. Some pupils can save their work with help. Pupils in Year 2 are gaining confidence in developing word processing skills and manipulating text to present their work. Some teachers use the computer as part of a class demonstration to enhance subject learning and extend pupils' knowledge of ICT; for example using a graphing program to make comparisons with a paper produced graph. Pupils play directional games prior to using a programmable toy and in preparation for logo work. By the end of Key Stage 2 pupils are able to format their writing and add illustrations. Year 3 pupils use a paint program to model graphically. They display confidence when producing repeating patterns. Pupils at Years 5 and 6 have been introduced to the Internet.
110. Pupils clearly enjoy ICT. In some classes in the computer suite excitement magnifies the disruptive nature of a minority of pupils making settling down difficult. However when on task at the keyboard these pupils work well and the majority cooperate satisfactorily. Saving and finishing off causes more disruption so lessons often end noisily. More detailed organisation of the class would minimise this.
111. The quality of teaching is satisfactory. Lessons are well planned and instructions are clear. The class teacher and learning support staff appropriately support pupils throughout the lessons. The majority of teachers show satisfactory knowledge of ICT in the areas they are teaching. Training under the New Opportunities Fund is just beginning and teachers are further developing their skills and classroom application of ICT. The main focus at present is teaching ICT skills and establishing ground rules for using the suite and network. Teachers are clearly making links with curriculum subjects, for example, graphical modelling in Year 3 was carefully linked to history and mathematics and word processing activities in Years 2 and 4 were developing literacy skills. However the use of ICT is not yet fully embedded across the curriculum subjects. There are a variety of software programs that will enhance the curriculum, but, as yet, these are not fully implemented.
112. The management of ICT is good. The co-ordinator is enthusiastic and knowledgeable and, with support from the local ICT support service, has established the computer suite and network. A filtered Internet connection is in place around the school, but as yet there is no clear school policy to ensure safe internet use. ICT is a priority area on the school development plan and there are clear procedures in place to develop its use across the whole curriculum. The ratio of computers to pupils is better than the national average and there is appropriate peripheral equipment. The school makes good use of funding under local and national initiatives and is about to embark as a pilot school on the local broadband network. Some areas of ICT are not yet fully resourced, for example controlling and monitoring, but this is highlighted as a priority on the development plan. In line with other foundation subjects teachers are following the Qualifications and Curriculum Authority's schemes of work with supplementary material from another published scheme. Monitoring of ICT across the school is not yet fully established. Assessment procedures have been trialled successfully in one year group.

MUSIC

113. The school is maintaining the sound standards reported at the time of the last inspection. By the time pupils are aged 7 and by the time they leave school at the age of 11, standards are typical of those found nationally.

114. The progress made by pupils in music is sound. There are opportunities for listening to and acquiring familiarity with the works and styles of famous composers through the music played in daily assembly. Pupils have the opportunity to take part in school performances every term.
115. Only three lessons were observed during the inspection. In Key Stage 1, lessons are organised in short sessions, which give little time for pupils to develop their knowledge and understanding of the subject. In a Year 2 lesson pupils were able to identify high and low sounds by reading the symbols, developing a sequence of sounds. Challenging behaviour by a minority of pupils was effectively handled by the teacher and allowed most pupils to develop their conducting skills and perform in small groups for the rest of the class.
116. In a good Year 6 lesson pupils were able to identify repeated rhythms from a piece of taped music and compose a short musical sequence in small groups. The teacher had a good knowledge of the subject and gave clear instructions. Consequently, the pupils made sound progress. Skilful handling of disruptive behaviour meant that all pupils were able to compose, practise and perform their composition in small groups for the class using the correct musical terms.
117. Pupils' response to music in lessons is generally one of involvement and enjoyment despite interruptions by a minority of disruptive pupils. Generally pupils listen with interest and concentration and are able to sing and perform together with confidence. They can work together in small groups and are appreciative of each other's efforts.
118. The newly appointed co-ordinator provides effective leadership and management of the subject. The scheme of work provides useful guidance for teachers. The school has a good range of tuned and untuned instruments, percussion, recorders and guitars. These are centrally stored and are easily accessible.
119. A visiting specialist teacher supplied by Hounslow Music Service provides individual tuition for pupils who wish to learn the Keyboard. A range of interactive software is available for pupils who wish to develop their keyboard skills through information technology. Recent visitors to the school include a world music group who provided workshops for every year group. An Ocarina group run by Year 6 pupils for Year 2 pupils further enhances the provision.

PHYSICAL EDUCATION

120. Pupils' attainment at both key stages is what would be expected of pupils of their age. No difference was noted between the standards of boys and girls. At the end of Key Stage 1 pupils were throwing and catching both large and small balls with accuracy. By the end of Key Stage 2 pupils participate in team sports competing with neighbouring schools. In dance and movement lessons at Key Stage 1 pupils are encouraged to explore ways of moving using different parts of their bodies by responding to a story and at Key Stage 2 pupils sequence movements developing on an everyday theme, for example walking down a street
121. Pupils' attitude to physical education is good. They enjoy their work and concentrate on the task in hand. In some lessons the behaviour of a minority of pupils was challenging, but skilful behaviour management ensured that these pupils responded.
122. Teaching at both key stages is satisfactory. Lessons are well planned and support staff are used well. Careful attention is paid to following safety rules and behaviour management. Across the key stages in all lessons pupils are encouraged to evaluate their own and each other's performances, describing and reflecting upon them at various stages. This ensures that satisfactory progress is made.
123. The co-ordinator has been in post just three weeks and is enthusiastic to develop this area of the curriculum. Top Play and Top Sport schemes are used alongside national schemes of work. Each class does dance, gymnastic and games. Though no large apparatus work was seen during the inspection it is planned for both in the medium and long term at both key stages. Classes in Year 3 go swimming. The quality and range of resources and the accommodation for both outdoor and indoor activities is good. Monitoring of the subject does not take place on a formal basis at the moment and assessment is through general observation.

RELIGIOUS EDUCATION

124. Standards in religious education are below the requirements of the Locally Agreed Syllabus 'Widening Horizons'. It was only possible to observe two lessons in religious education during the period of the inspection and both were Year 1 classes. Evidence from these observations, from talking to pupils and looking at their work, indicate that standards are below those expected. This represents a lowering of standards since the last inspection.
125. Whilst religious education is planned for, there were only two pieces of written work produced for Years 1 and 2. This consisted of a captioned drawing of a Christmas story and a worksheet on 'Feelings of Happiness'. During the course of the lessons observed, pupils were able to give examples of groups they belonged to and to express their feelings about belonging. The written work they produced on this theme was satisfactory.
126. There was no written work produced in the sample of evidence for Years 3 and 4 but Years 5 and 6 displayed knowledge of some of the major faiths – Muslim, Sikh, Christian, Jewish and Buddhist faiths. They have a limited knowledge of places of worship associated with these faiths and the significance of the symbols and objects associated with these beliefs.
127. Teaching was sound in the two lessons observed. Teachers had a sound knowledge of the area for discussion and effectively made the pupils consider their responses carefully and moved their learning along at a brisk pace.
128. The policy and scheme of work are based on the locally agreed syllabus and there is no formal individual assessment as yet although the intention is to chart pupils' progress. Curriculum coverage is monitored through teachers' planning but pupils' work is not sampled. Currently, there are no visits to places of worship and no visitors representing different faiths visit the school, despite the immediate school community and its locality being a rich resource.