

INSPECTION REPORT

**ST JAMES' AND ST MICHAEL'S CE PRIMARY
SCHOOL**

London

LEA area: Westminster

Unique reference number: 101132

Headteacher: Ms Miriam Rinsler

Reporting inspector: Mr David Cann
(OFSTED No: 20009)

Dates of inspection: 11 - 14 December 2000

Inspection number: 224198

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:	Voluntary Aided
Age range of pupils:	5 -11
Gender of pupils:	Mixed
School address:	4 Craven Terrace London
Postcode:	W2 3QD
Telephone number:	020 7641 6218
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Appropriate authority:	The Governing Body
Name of chair of governors:	Rev W Wilson
Date of previous inspection:	4 November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
David Cann (OFSTED No: 20009)	Registered inspector	Mathematics	What sort of school is it?
		Art	How high are standards?
		Information and communication technology	How well are pupils taught?
		Physical education	
Barry Wood (OFSTED No: 1311)	Lay inspector		How well does the school care for its pupils?
			How well does the school work in partnership with parents?
			How well is the school led and managed?
Val Ives (OFSTED No: 21103)	Team inspector	Special educational needs	How good are the curricular and other opportunities?
		Foundation stage	
		Science	
		Design and technology	
		Music	
Kuldip Rai (OFSTED No: 3588)	Team inspector	Equal opportunities	Attitudes, values and personal development
		English	
		Geography	
		History	
		English as an additional language	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7 - 10
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11 - 14
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14 - 15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15 - 17
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17 - 18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	19 - 20
HOW WELL IS THE SCHOOL LED AND MANAGED?	20 - 22
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	22
ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)	22 - 23
PART C: SCHOOL DATA AND INDICATORS	24 - 27
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	28 - 41

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St. James' and St Michael's CE Primary School is a voluntary aided school for pupils aged four to eleven with 155 pupils on roll (76 boys and 79 girls). Pupils live in the immediate area with over a third living in temporary accommodation. Forty-two per cent of pupils are from refugee families and over half the pupils are eligible for free school meals which is very high in comparison with the national average. Eighty per cent of pupils learn English as an additional language and many enter the school with no knowledge of English. Pupils' attainment on entry is generally well below expectations. There is a high level of mobility among pupils; more than 50 per cent joined the school during the last school year in addition to those who start in Reception. Twenty-three per cent of pupils are on the school's special educational needs register, which is in line with the national average, and four per cent of pupils have Statements which is well above average.

HOW GOOD THE SCHOOL IS

St. James' and St Michael's CE Primary School is a good school. The headteacher provides good leadership and works effectively with all staff to promote pupils' progress. By the age of 11 pupils' attainments in English, mathematics and science are close to national expectations and given the low level of skills which many pupils have on entry, they make good progress. Teaching is good and helps pupils to develop positive attitudes to learning. Pupils and parents value the care and support offered by the school. Pupils develop a high degree of respect for adults, who are very sensitive to their individual needs and relationships are very good. The school offers satisfactory value for money.

What the school does well

- Caring and committed staff provide a good quality of education. Teaching overall is good and in the Reception class it is very good. This provides a stimulating start to children's schooling.
- The headteacher provides good leadership and works well with staff to promote high expectations of pupils' progress.
- Pupils make good progress overall and many for whom English is an additional language progress exceptionally well by the age of 11.
- There is good support for pupils with special educational needs. This helps them to progress well.
- The school's welcoming and caring environment encourages pupils to develop a positive approach to their work and tolerant attitudes to one another.
- The school provides very good guidance on spiritual and moral issues which parents much appreciate and which helps pupils to develop their own set of values and beliefs.

What could be improved

- Pupils' achievements in information and communication technology at both key stages.
- Teachers' skills in managing their classes to improve the behaviour of pupils in lessons.
- Allocate more time to the teaching of art, design and technology, history and geography.
- Better use of the school's limited accommodation.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1996 when it was judged to be a good school which served its pupils and the community well. Five main areas for development were identified and while the school has addressed these, there are still areas for further development. The school has begun to raise pupils' attainments in information and communication technology which were well below average. Improved planning, better resources and staff training are raising the skills of pupils although they are still below levels expected nationally. The school has introduced many procedures to improve attendance and punctuality which it is implementing with vigour but these have had only a limited impact. Teachers' planning is now organised on a common format and has improved, especially in core subjects. All subject policies have been completed but schemes of work and planning in foundation subjects are not yet fully developed. There have been improvements in the information provided to parents. The school's strategic planning has been strengthened but long-term financial planning still needs further examination. Above all, the school has significantly raised pupils' attainment and progress in the core skills of literacy

and numeracy by the age of eleven. The school is aware of its strengths and weaknesses and is in a good position to continue its developments effectively.

STANDARDS

The table shows the standards achieved by 11-year-olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	E	E*	E	C
Mathematics	E	E	D	B
Science	E	E	D	B

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Although pupils' attainment at the age of 11 is below the national average in the core subjects, it has improved significantly both over the last twelve months and since the last inspection. Given the high proportion of pupils who are learning English as an additional language and the high turnover of pupils, their progress is good. In 2000, pupils' attainment was well below the national average in English and below average in mathematics and science. However, when compared to the results in schools with a similar number of pupils eligible for free school meals, attainment in English is average and in mathematics and science it is above average. Those pupils who had continuous schooling from age 7 to 11 make satisfactory progress in English and good progress in mathematics and science. The attainment of pupils in the Foundation Stage is below expectations but they progress well especially in their social and personal, mathematical, creative and physical development. By the age of seven, pupils attain levels which are well below average in English, mathematics and science but their progress from a very low starting point is broadly in line with expectations.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes are good and they are usually keen to learn.
Behaviour, in and out of classrooms	Older pupils behave well but while the behaviour of most younger pupils is good there are a small minority who disturb lessons and provoke unsatisfactory behaviour in others on occasions. Pupils generally play sensibly at break times but in the limited space there is a very noisy atmosphere and pupils often bump into each other.
Personal development and relationships	Relationships are very good throughout the school and pupils' personal development is good.
Attendance	Attendance is well below the national average and many pupils arrive late for school.

Although attendance is still poor, pupils' attitudes to school are generally positive. Very good relationships between pupils and staff create a welcoming and supportive learning environment.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
41 Lessons seen overall	Very good	Satisfactory	Good

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 good. During the inspection 32 per cent of lessons were judged to be good, 28 per cent judged to be very good and only two per cent of teaching unsatisfactory. The teaching of the under-fives is particularly strong and provides pupils with a welcoming and stimulating start to their schooling. For pupils aged 5 –7 years, teaching is well planned but class management does not effectively control the behavioural problems of a small minority of pupils. Although teachers and support staff are working hard to try and minimise the impact of these pupils they are disrupting the learning of other pupils. For pupils aged 7-11 years, teaching is good overall with very good teaching in more than a quarter of the lessons seen. Teachers have very good relations with pupils and encourage good standards of behaviour and effort. Throughout the school, there is good support for pupils with English as an additional language and those on the special educational needs register. Teachers develop literacy skills well both in English and other subjects. Numeracy is particularly well taught at Key Stage 2 where pupils apply their knowledge effectively in science, design and technology and information and communication technology.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for children under five is well developed. For older pupils there is an appropriate emphasis on literacy and numeracy but the teaching programmes for history and geography are under-developed.
Provision for pupils with special educational needs	Pupils receive very good support and progress well.
Provision for pupils with English as an additional language	This is very effective and enables many pupils to make very good progress.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Pupils' spiritual and social development is very good and their moral and cultural development is good.
How well the school cares for its pupils	The school is very supportive of the many different individual needs of pupils and cares for them well.

The curriculum is well adapted to meet the particular needs of pupils and is very well organised for children under five. There is very good support for pupils learning English as an additional language and those with special educational needs.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides effective leadership and works closely with staff to improve the quality of education.
How well the governors fulfil their responsibilities	Governors keep themselves well informed and support the school well.
The school's evaluation of its performance	The school is good at evaluating its strengths and weaknesses.
The strategic use of resources	The school makes good use of staffing and resources but its use of the limited accommodation needs reviewing.

Governors, the headteacher and senior staff give the school clear direction. The school effectively applies best value principles in its use of the monies available to it. The school is well staffed and learning resources are good, but the limitations of the accommodation restricts pupils' learning opportunities.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school and their behaviour is good • Teaching is good and children progress well • The school works closely with parents and keep them well informed of children's progress • The school is well led and managed 	<ul style="list-style-type: none"> • No significant concerns were registered

The inspectors agree with parents' positive comments.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. By the age of 11 pupils' achievements are good. Although their attainment is well below national expectations in English and below expectations in mathematics and science most pupils make good progress. On entry to the school, pupils' skills are often well below average and many have little or no knowledge of English. Eighty per cent of pupils learn English as an additional language and these pupils make good progress overall. Relatively few pupils enjoy a continuity of education from age seven to eleven, but those who do, make satisfactory progress in English and good progress in mathematics and science. Pupils who have English as a first language make satisfactory progress and attain levels which are in line with national expectations. In the current Year 6, pupils are progressing well and higher attainers are achieving above average levels in English, mathematics and science.
2. In 2000, pupils' attainment in standardised tests at age 11 was significantly better than in previous years and reflects a steadily rising trend since the last inspection in 1996. From a low base, pupils' results, expressed as a points score, have improved by over 25 per cent in this period. The improving trend in pupils' results in all core subjects has exceeded the national trend. There have been improved results in all subjects with particularly impressive increases in mathematics [41 per cent increase] and English [31 per cent increase]. Pupils' results in English are still well below the national average and below average in mathematics and science. However, in English they are in line with the levels achieved in schools with a similar number of pupils who receive free school meals and in mathematics and science they are above average. In comparison with the levels achieved at age 7, pupils make sound progress in English and good progress in mathematics and science. The performance of current pupils indicates that they are achieving levels which are below nationally expected standards in English and close to expectations in mathematics and in science.
3. At the Foundation Stage, most children attain the Early Learning Goals in their mathematical, personal and social, creative and physical development but do not achieve them in language and their knowledge and understanding of the world. They make good progress since on entry their attainment is generally well below expectations, although a small minority, mainly those with English as a first language, have above average skills. Under the energetic leadership of the class teacher, adults help children to understand how to behave and how to relate to one another. Teaching pays particular attention to developing children's understanding of English through good questioning and well-structured reinforcement of key words. In spite of this, their language skills are often too weak for them to attain the Early Learning Goals in their knowledge and understanding of the world.
4. Pupils' performance in tests at the age of seven have been consistently well below the national average since 1996. This reflects the high degree of pupil mobility over the period. Most pupils have weak levels of English understanding and little school experience prior to entry. Many have experienced personal and family trauma, which inhibit their capacity for concentration and learning. In 2000, pupils' attainment was well below the national average in reading, writing and mathematics. In comparison with similar schools, pupils' attainment was below average in reading and writing and in line with the average in mathematics. Higher attaining pupils achieved above average levels in reading and mathematics but none achieved advanced levels in writing.
5. By the age of seven, the attainment of current pupils is well below expectations in reading, writing and mathematics. Nearly two-thirds of the class have joined the school in the last two years and a quarter joined in the current term. All but one pupil is learning English as an additional language and while their achievements are satisfactory their progress is hampered by low levels of English understanding. Over a third of the class are on the special educational needs register and are very well supported in class and in withdrawal sessions. However, many have weak levels of concentration which limits their progress and sometimes distracts the work of other pupils.

Higher attaining pupils are making good progress in reading and mathematics and attain levels which are above expectations. Their progress in writing is satisfactory.

6. The National Literacy Strategy has had a positive effect on standards at Key Stage 2 but has been necessarily adapted to meet the particular needs of pupils at Key Stage 1. With the introduction of the National Numeracy Strategy, there has been a slight improvement in attainment in mathematics at Key Stage 1 and a significant improvement at Key Stage 2. The school has set challenging targets for pupils to reach in SATs at both key stages. In 2000, the school did not achieve them in English but it exceeded them in mathematics for pupils aged 11. The school is in line to meet its targets for both subjects in the current year. For pupils aged seven, the school met the locally agreed targets in reading and mathematics but fell below them in writing.
7. Pupils' attainment in speaking and listening is well below expectations by the age of seven, but their progress is satisfactory. While most listen attentively, there are many with underdeveloped skills who lose concentration quickly. In speaking, higher attainers think through their ideas well and respond appropriately but many others have a very limited range of vocabulary with which to express their thoughts. By the age of 11, pupils make very good progress in both speaking and listening and attain the levels expected for their age. Although many pupils with low levels of English acquisition have limited vocabulary, they progress well as they strive to explain themselves. Higher and average attainers give well organised and confident accounts of things they have read and can justify their opinions in discussion.
8. By the age of seven, pupils attain standards in reading which are below expectations but regular reading activities help them to make sound progress. Higher ability pupils read a range of texts with expression but average and lower ability pupils are limited to simple texts. They have a positive attitude to reading and are learning to consult non-fiction books for information. By the age of eleven, pupils make very good progress and most reach the expected levels for their age. They describe the plots of the stories which they like and talk about characters with insight. Pupils for whom English is an additional language struggle with some of the mechanics of reading but they willingly develop their skills in reading for information and in using computers.
9. In writing, pupils make satisfactory progress by the age of seven but few reach nationally expected levels. Their handwriting and spelling are at satisfactory levels but most pupils are only writing simple sentences and do not have the skills to develop ideas further. Higher ability pupils have a sound understanding of punctuation but they write for only a limited range of purposes. Teachers give carefully structured support to pupils with English as an additional language and help them to develop their vocabulary effectively. Pupils with special educational needs make good progress in forming their letters and constructing sentences and they achieve the targets set for them in their work. By the age of eleven, pupils make very good progress although their attainment is still below national expectations. Higher ability pupils achieve good results in spelling and often express their ideas with feeling and a good range of vocabulary. Pupils are learning to redraft their stories and produce lively and thoughtful pieces. Understandably, those for whom English is an additional language still make many grammatical errors and only express themselves in simple sentences. Spelling is good for higher attainers but is often weak among others.
10. Pupils reach levels in mathematics which are well below expectations by the age of seven but which are close to expectations by the age of eleven. By Year 2, pupils' number work and their ability to apply their knowledge is well below expectations; they have a sound understanding of shape, space and measurement. Many have only a limited command of language and find it difficult to follow instructions and to explain their working. Where they take part in practical activities such as counting money their achievements are satisfactory but their understanding of concepts like fractions is often limited. By Year 6, pupils progress well and most achieve levels in line with national expectations in all areas of the subject. Teaching effectively challenges pupils of all abilities, helping them to understand and use correct terminology while recognising the need of some to work in their own languages. Higher ability pupils make good progress and teachers are good at questioning them to extend their thinking. Teachers also work closely with classroom assistants to support pupils for whom English is an additional language and those with special educational needs, and the progress of these pupils is often very good.

11. Pupils reach levels in science which are close to expectations by the age of 11 and well below expectations by the age of seven. Standards of attainment have improved since the last inspection and teachers now place a greater emphasis on investigative work. Pupils of average and above average ability make good progress. Those with special educational needs are well supported and progress well. Those learning English as an additional language progress satisfactorily but often have only limited vocabulary to express their ideas.
12. Overall, pupils with special educational needs are well supported in individual and group sessions which focus on their particular needs. Lower attainers receive valuable assistance in sessions with trained assistants who offer additional literacy support.
13. In information and communication technology pupils attain levels which are below expectations at the end of both key stages. However, there has been a considerable improvement in attainment and teaching since the last inspection. By the age of seven, pupils have sound keyboard skills and use graphics programs confidently but their experience of other aspects of the subject are limited. By the age of 11, pupils make satisfactory progress in specific areas such as communications and the use of spreadsheets. They use computers for research and word-processing but their knowledge of control technology and use of the Internet is underdeveloped.
14. By the age of seven, pupils attain levels in line with national expectations in art and design, and physical education, but no judgement could be made on pupils' attainment in design and technology, geography, history or music through the limited amount of evidence available. By the age of 11 pupils attain levels which are above national expectations in music, in line with expectations in design and technology and physical education but below expectations in art and design, geography and history. In music pupils benefit from specialist tuition which stimulates their interest in composing, performing and appraising. They learn to appreciate music from a wide range of cultural traditions and extend their language skills through learning a range of songs. Pupils' attainment in art is restricted by the limited amount of time and activities offered to them which places insufficient emphasis on developing their skills. In geography and history pupils' attainment is also limited by the amount of time allocated to the subjects which do not allow them to explore aspects in sufficient depth.

Pupils' attitudes, values and personal development

15. Pupils' attitudes to school are good; they are usually keen to learn. These good attitudes have a positive impact on the quality of education provided in the school as the majority of pupils respond well to teachers' instructions and work well together. Where teachers do not have secure control of all pupils, which mostly happens in Key Stage 1 and occasionally in the lower part of Key Stage 2, time is lost settling and re-focusing a minority. Parents report that their children enjoy school very much. Pupils across the school, including those with special educational needs and English as an additional language, generally approach their lessons with interest and often sustain concentration. For example, in a very good English lesson in Year 5/6, pupils' very positive attitudes to learning contributed to their enthusiastic participation in the discussion on the way authors describe characters.
16. Pupils' behaviour is satisfactory overall. Pupils behave particularly well in assemblies. In lessons, behaviour is consistently very good in the Foundation Stage. For pupils aged 7-11 years, behaviour is good overall. However in lessons for 5-7 year olds, although behaviour is satisfactory in the majority of lessons in one-third of the lessons it is unsatisfactory. Where behaviour is unsatisfactory, it impacts adversely on pupils' learning. For example, in a science lesson in Year 1, constant stopping of the lesson to reinforce behaviour limited the progress made by the pupils. Pupils behave sensibly during playtime but since the playground is extremely small, pupils often bump into each other as they run around it and become very excited and noisy. Pupils are generally courteous to staff and visitors, and are considerate to each other. They show respect for school equipment and school property, and are trustworthy. No vandalism or graffiti was evident in the school.
17. The quality of relationships in the school is very good. These are based on the high level of mutual respect that underpins the school's very good ethos and enable pupils to work with increasing maturity. Constructive relationships are formed between pupils, and between pupils and staff.

Pupils generally work well together as a class and individually. Girls and boys, and pupils from different ethnic, cultural and religious groups get on very well with each other, and this is a strength of the school.

18. Pupils' personal development is good. Pupils listen to each other carefully in most lessons and are aware of each other's feelings and values. They settle to group work generally quickly and most are able to work unsupervised individually and in small groups. Pupils are formally involved in the daily routines of the school, for example as class monitors or helping with equipment in assemblies. There is no school council to promote personal development further. A number of pupils take part in residential visits each year, and this makes a useful contribution to personal skills.
19. At the time of the last inspection, attendance and punctuality fell below the national average, and they were identified as a key issue. The school has put in place very good procedures for monitoring and improving attendance. However, despite its efforts, levels of attendance remain well below the national average, and the rate of unauthorised absence is well above the national average.

HOW WELL ARE PUPILS TAUGHT?

20. Overall, the quality of teaching is good. During the inspection, 60 per cent of lessons were judged to be good or better and of these nearly half were very good. Only two per cent of lessons were judged to be unsatisfactory and the remainder were satisfactory. There has been a significant improvement in the quality of teaching since the last inspection when teaching was sound overall with a small percentage of very good lessons. The introduction of the National Literacy and Numeracy Strategies has helped to raise the quality of teachers' lesson planning. Regular observation by the headteacher and subject co-ordinators has increased teachers' awareness of what is effective and how to improve the teaching of basic skills.
21. The quality of teaching of pupils at the Foundation Stage is very good. Expectations are clearly identified for all ages in the class and targets for learning are focused to cater for the varying experiences of the children. The clear and thorough planning and organisation includes a comprehensive system to record the children's achievements. Teachers make good use of this information to plan children's learning and this promotes the good progress which they make. Pupils benefit enormously from the stimulating and secure environment which teachers and support staff create.
22. For pupils aged 5-7 years the quality of teaching is satisfactory overall. During the inspection, 27 per cent of lessons were judged to be good or better and seven per cent were unsatisfactory. Teachers have good relationships with their pupils but with a significant number of very challenging pupils, their management of difficult behaviour is not always successful. Teachers do not maintain consistent expectations of how they want pupils to behave and what they expect them to achieve in a lesson. In a mathematics lesson, the teacher effectively introduced new vocabulary but in encouraging them to use it, overexcited the more volatile pupils by permitting them to shout out their answers. Teachers have a sound knowledge of the work to be covered and plan conscientiously, making good use of the school's agreed schemes of work. Teachers prepare their lessons carefully but pupils' attention is easily lost when resources are not available or inappropriate, as in a practical science lesson. There is good communication between teachers and support staff but they have not always agreed consistent and effective strategies for reclaiming the attention of those immature pupils who are easily distracted. While teaching promotes a sound level of attainment for the vast majority of pupils the many disruptions caused by pupils with behavioural problems often slows the learning of the whole class. Teachers know their pupils well and regularly assess their progress. They are good at adapting learning activities to meet the many different needs of pupils and set an appropriate amount of homework to extend their learning.
23. Teaching for pupils aged 7-11 is good. Management of pupils is good with younger pupils receiving constant reminders of what is expected and being praised for achieving it. Teachers have a good knowledge of the core curriculum and are developing their skills and confidence in

information and communication technology. They are particularly good at developing pupils' basic skills in literacy and numeracy across other subjects. Teachers support pupils with English as an additional language by regular use of precise terminology, which they ensure all pupils understand and which they encourage them to use. Teachers know their pupils well and promote good progress by questioning them to check on their understanding, developing their English and prompting their thinking in mathematics and science. They phrase their questions carefully to obtain responses from pupils of all ability levels. Structured use of language in mathematics and science lessons is reinforced by good displays of language but displays in the classrooms are not widely used to stimulate pupils' curiosity and encourage enquiry. The supportive and encouraging atmosphere which teachers create is effective in encouraging pupils' good achievements.

24. At both key stages, planning of English and mathematics lessons is good and firmly linked to the National Literacy and Numeracy Strategies. Teachers monitor pupils' progress closely and adapt their teaching in response to their observations. Science lessons are well planned but assessments are not consistently used across the school. Teachers are increasingly using computers to aid pupils' learning but do not always plan lessons with sufficiently clear objectives. In setting objectives such as "explore a graphics program" or "use ICT to form pictures" teachers do not precisely identify the skill or knowledge to be acquired in a lesson. As a result, the tasks which they set for pupils do not always provide a clear goal to help them progress. In other foundation subjects, planning is sound but there is a similar lack of precision in planning art lessons where pupils are not directed to extend specific skills.
25. The use of specialist teaching in music and swimming has a very positive effect on children's attainment both in class and in individual lessons. Pupils are enthusiastic about learning instruments and this carries over into class lessons where pupils perform willingly. In swimming and games, pupils respond with interest to instruction and many take advantage of the out-of-school activities where they can.
26. Teachers work well with support staff, especially in helping the many pupils with special educational needs and those for whom English is an additional language. Support staff are well briefed and are closely involved in preparing lessons. They complete valuable notes on what they have covered with pupils and make observations on their progress which are well used to plan their future learning. In many lessons, EMAG support teachers provide well-structured assistance in extending the skills of those learning English as an additional language.
27. Overall, the quality of teaching for pupils with special educational needs is good. Teachers carefully match the work to the ability of each pupil and prepare resources to support their work. Support for these pupils is on either a group or one-to-one basis and has a significant impact on their progress, particularly in reading and English. Teachers give pupils clear instructions and set helpful targets which motivate them well and increase their concentration. They have an encouraging approach to pupils which enables them to become confident and want to improve.

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

28. The school provides a broad curriculum which meets National Curriculum requirements and includes religious education. An appropriate emphasis is placed on literacy and numeracy which is relevant to pupils' needs, particularly those learning English as an additional language. However the current allocation of teaching time does not provide pupils with sufficient opportunities to develop their skills in history, geography, art and design and technology. The use of the three hour morning session only for literacy and numeracy limits the amount of time available for other subjects. Schemes of work for history and geography are incomplete and do not identify all the currently required elements. The scheme of work for art does not help teachers to develop pupils' skills progressively. The amount of time allocated to design and technology and information and communication technology is not yet consistent in all classes.
29. The school offers children under-five a stimulating programme of learning experiences, which provide a good balance between play and more structured work. The curriculum in the reception

class considers the needs of children in the Foundation Stage of learning. It is based on the recommended six areas of learning and gives the children a secure start, developing positive attitudes to learning and good preparation for later work.

30. The school has positively implemented the strategies for the literacy hour and the National Numeracy Strategy. These are very successful in developing the pupils' basic skills and they have had a positive impact on raising standards in English and mathematics. The teaching of information and communication technology has improved since the time of the last inspection. There is good guidance on the elements to be taught and teachers are improving their confidence and skills although the use of the computer suite is not yet timetabled for all classes. Planning of science and foundation subjects presents topics in alternate years to cope with the mixed age classes and has been improved since the last inspection. The provision for pupils' personal, social and health education is good. In these, the expertise of the school nurse, community police officer, the Fire Brigade and St John's Ambulance service are successfully used. The governors have adopted an appropriate policy for sex education in that it forms part of the science curriculum. Pupils are made aware of the abuse of drugs through the sensitive handling of issues in drama workshops.
31. Overall, the curriculum prepares pupils effectively for the next stage of education. The school places a strong emphasis on the development of English language skills, creating a language rich environment. Due respect is given to the pupils' cultural heritage, as well as that of the wider community and all pupils have equal access to the curriculum and opportunities to learn and make progress. The curriculum encourages tolerance, respect and appropriate behaviour, provides opportunities for pupils to listen courteously to each other and promotes their understanding of right and wrong. There is a very positive ethos, creating a warm and caring environment for learning. Parents acknowledge the school's achievements.
32. The curriculum is enriched by the provision of a satisfactory range of learning opportunities that take place after school and at lunchtime. These include library club, mother-tongue classes and a 'stretch' club to provide further challenge to higher-attaining pupils. These are all well attended. A high number of pupils attend the daily after-school club run by the local authority. An annual residential visit for pupils in Year 5/6 gives them access to outdoor adventure activities and develops their self-awareness and ability to respond to the needs of others. In addition, an annual visit is arranged for Year 3/4 pupils to make an exchange with a school in Brill. A useful number of other visits to places of historical, geographical and cultural interest in the locality are arranged to extend pupils' knowledge and make a positive contribution to the curriculum. Visitors to school who enhance the curriculum include theatre groups, the local curate, artists and musicians.
33. The overall provision for the spiritual, moral, social and cultural development of all pupils is very good. Teachers and ancillary staff support the aims of the school and help pupils to develop physically, intellectually, spiritually and emotionally. Overall, this provision has been maintained as a strength of the school since the last inspection.
34. Provision for pupils' spiritual development is very good and is positively extended beyond religious education lessons and corporate worship within assemblies to circle time and other subjects in the curriculum. Collective worship is used appropriately to promote a sense of wonder and time for reflection, for example, by the effective retelling of the story of St Lucy and by providing sensitive mood music as the pupils enter and leave assembly. Time to reflect on pupils' own beliefs, values and experiences is regularly provided in the majority of classrooms and in other subjects of the curriculum. It focuses the minds of the pupils on how their attitudes and actions can influence other people. For example, pupils in Key Stage 1 were asked to reflect upon doing an act of kindness to one another during the day after watching and listening to a very good enactment of a well chosen story to reinforce their understanding. Two pupils in Year 2 reflected upon how important their families were to them and that when you miss someone so much you can imagine they are there. Pupils in Year 6 reflect on the differences in the lives of great composers and the influences that affected them.
35. Provision for the pupils' moral development is good. It is reinforced by the personal example provided by the staff. A strong moral code is the basis for acceptable behaviour and this is consistently emphasised throughout the day-to-day life of the school. Pupils are held individually

responsible for their behaviour and encouraged to solve their own problems and arguments during open class discussions. There is a solid framework of values that encourages pupils to distinguish right from wrong. Pupils are commended for their achievements in assembly and appropriate emphasis is placed on celebrating positive behaviour.

36. Very good provision is made to develop the pupils socially. There is a positive emphasis on consideration, tolerance and understanding that promotes socially acceptable attitudes. Care is taken to ensure that those pupils who have special educational needs are fully integrated into the life of the school. Boys and girls are equally provided for in all aspects of the curriculum. Teachers are both professional and caring and there is clear evidence of positive and successful relationships between pupils and staff. Annual residential visits to Surrey appropriately enhance older pupils' social development. The vast majority of pupils are from different cultures and backgrounds and they learn quickly to live together and co-operate well with each other. Pupils are encouraged to participate in the community, for example, in their support of local charities and in singing carols in a local hotel and mainline station. Visits from people who help in the community further enhance the pupils' social development. They are friendly and welcoming to visitors.
37. Good provision is made for pupils' cultural development. Pupils are given effective opportunities to learn more about cultural traditions, for example, through singing carols and giving a performance of the Nativity. They broaden their knowledge and understanding of all cultures through literature, art, music, and dance. Visits from parents who help with reading texts and with translations into their mother tongue, local musicians, artists, visits to the theatre and museums further enhance the pupils' learning and development in this area.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The previous inspection report stated that the concern for the welfare of pupils was central to the aims of the school and that policies were consistently implemented. The school has maintained and strengthened its support and guidance of pupils. This is greatly appreciated by parents, particularly those who have settled within the community and have a developing relationship with the school.
39. The school's mission statement is well defined and relevant to pupils drawn from a wide range of backgrounds. The staff are committed to the welfare and education of the pupils and are well supported by a number of bilingual assistants who help to settle new arrivals. Throughout their time in the school pupils are cared for very well. Support for pupils and parents is also given in a well-attended and well-run after-school play club and in assisting parents with welfare problems and adult education. The school organises sessions for learning English and how parents can help their children's learning. The staff have a very detailed knowledge of all of the pupils in their care, and this often includes close contact with parents.
40. Careful support and guidance are given to pupils with special educational needs and their parents. Effective use is made of outside agencies, such as the education welfare officer and the education psychologists who make regular visits. The special educational needs co-ordinator is well organised and keeps detailed information on each pupil to enable her to plan work which matches their needs. Regular reviews are planned and thoughtfully considered.
41. Pupils' academic performance is well monitored throughout the school. Management closely analyses pupils' results in key stage tests and in the voluntary tests taken in Years 3, 4 and 5. This information is used to evaluate the effectiveness of teaching and identify areas for school development. Good use is made of assessment at the Foundation Stage both as pupils enter school and as they develop skills in Reception. This is used to plan teaching and note concerns about pupils who might have special educational needs. At Key Stage 1 and 2, regular assessments of pupils' progress in literacy and numeracy guide teachers in matching their teaching to pupils' individual needs. Targets are set for pupils in English and these are helping to focus them on ways to improve their work. Regular assessments and recording of pupils' reading skills are well used to provide appropriate support for them where necessary. The school makes

particularly good use of this in checking on the progress of pupils learning English as an additional language. Assessment in other subjects is sound with termly checks on pupils' attainment in all subjects except information and communication technology. Assessment in information and communication technology has not yet been properly established which reduces the accuracy with which teachers plan future learning.

42. The pastoral care of the dedicated staff is a strong feature of the school and is underpinned by a good range of well-written policies. However, while teachers keep their own notes on pupils' personal development there is no agreed procedure for recording this. The school is extremely welcoming to outside agencies and organisations that wish to pilot initiatives with inner city or deprived communities. The school nurse has had a long association with the school and also assists with the personal and social education. Sex education is sensitively taught so that some parents' anxieties are reduced. The input of the home-school liaison officer and the education welfare officer is invaluable in trying to improve attendance and punctuality. Child protection procedures are very good, coping with an above average range of problems. Staff are very vigilant and experienced and receive ongoing training. The school is extremely well supported in this area by a number of agencies. The staff are kept well informed by the headteacher and are very aware of the importance of this aspect in dealing with often traumatised parents.
43. The school has high expectations on behaviour, but these are not always realised in practice. Procedures are satisfactory but occasionally teachers use inappropriate strategies when dealing with challenging behaviour, which leads to inconsistency. Most pupils enjoy school and benefit from the strong Christian and caring ethos which makes them feel secure and raises their self-esteem. There are ten simple school rules and the pupils have produced class rules additionally. The school allocates stars as a reward for pupils and these are plotted on class behaviour charts. Assemblies and circle time further heighten pupils' self-esteem and maturity. Sanctions are relevant, but procedures for correcting poor behaviour are not implemented consistently. Teachers need more support in how to use strategies like 'time out' and when to deploy support staff to minimise disruptive behaviour. The school has needed to exclude pupils for consistently poor behaviour and does this with sensitivity and according to the proper procedures. The school is very effective in eliminating any bullying, inter-personal conflict, or racial incidents between pupils, and the tolerance and harmony within the school are very distinctive features.
44. Procedures to promote attendance are very good, and have produced a significant improvement in attendance levels during the present term. However, these levels are still well below national norms. The school makes very determined efforts to focus parents on this feature, but the school's efforts can be frustrated by parents leaving the area at short notice, without informing the school and thereby raising unauthorised absence levels. The school's efforts have a very positive effect on pupils and parents when they become settled within the community and at the school for a long period.
45. The school is a generally safe environment for all pupils and staff, despite it having a cramped internal environment and very limited space for outdoor play. The school has a good complement of first aiders. Emergency procedures are effective although the school does not keep a record of minor accidents. Health and safety procedures are very good and are well underpinned by a policy. They are effectively implemented by the joint efforts of the capable site manager, the vigilant staff and an enthusiastic new premises governor. There are a number of minor health and safety points, which have been fed back to the school for rectifying action, including the need to establish proof that fire extinguishers and electrical points have been checked to an annual schedule, by an outside agency.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. The school works very hard to welcome parents and develop a working partnership with them. Parents are encouraged to come into the school and the staff are very active in establishing positive relationships which benefit the children. However, the wide variety of parental needs and aspirations makes exceptional demands on school resources. The headteacher and staff often extend support to parents beyond normal educational requirements to provide valuable individual

support to parents of a personal and social nature. Inevitably, these can only be of short duration with transient parents staying in temporary accommodation. Staff often give a disproportionately high level of support to these parents and their children in comparison with those established in the community but they are unstinting in offering help and support.

47. The previous inspection report stated that most parents feel confident that the school addresses the needs of pupils, but a few parents did not feel sufficiently well-informed about the children's attainment and progress, particularly through the written annual report. Parents now express a very high level of approval for the school, and particularly for the school's efforts in providing sufficient information on their child's progress. They clearly recognise and value the efforts of the headteacher, staff and governors in developing all aspects of the school and especially in respecting the multicultural traditions of all members of the school family. All are made to feel welcome, whatever their race, gender or social background, and embraced into the rich harmony and Christian ethos of the school. There are no significant areas of dissatisfaction.
48. Parents are made to feel confident and secure within the school environment. On joining the school, they are able to use the on-site parents' room, which is well used for parenting groups and language lessons. The contribution which parents make to the life of the school is limited as many are unfamiliar with the English education system and frequently have very little knowledge of English. However, the school tries to support these parents with a good induction that includes bilingual speakers. There are few regular parent helpers in the school, and the school does not have a formal parents association. Although most governors are recruited from the permanent members of the community, including the church, there is a regular consultation with the diverse international community of parents through the class representatives.
49. The communications with parents are good. Formal documents, such as the prospectus and the annual governors' report to parents are well-presented documents, which observe statutory requirements. Summaries of these are offered in translation and displayed about the school. Annual reports to parents are good. They indicate levels of attainment in the core subjects and are helpful in suggesting to parents how they might help their child. They seek pupils' and parents' comments, but do not indicate the individual targets for pupils. Other written communications, including the very frequent newsletters are precise, give parents sufficient time to react and are displayed on notice boards for parents, though they receive only limited translation. The parents' room has some appropriate information for disadvantaged parents. Each classroom tries to communicate with parents through a notice board, with limited success as parents do not easily have access to all classrooms. Formal open evenings are well attended including the annual governors' meeting for parents, which was combined with an international food evening to generate more interest. The school is committed to being a "listening school". Parents and all school staff have a strong mutual respect and informal communications are good. Parental problems are dealt with immediately rather than being allowed to grow.
50. Most parents are satisfied with the school's policy on homework and are able to hold a dialogue with the school through reading and homework diaries. However a minority of parents are confused by homework procedures and consequently feel intimidated by the quantity to be completed in a short period of time. A few parents are also unsure of what topics pupils are studying during the term and would appreciate more information on them. The school provides parents with good support when choosing from the wide range of secondary schools serving the community, and it tries to minimise anxieties during the difficult period of arranging for pupils' transfer.
51. Parents are regularly involved in discussions with school and class teachers where children have special educational needs. They are involved in reviews of the targets set in pupils' individual education plans. These take place termly and during parents' evening when the special needs co-ordinator is also available to see parents of pupils who have special educational needs. The targets for pupils with behavioural problems are reviewed half-termly.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The school benefits from good leadership and management. At the last inspection the headteacher was judged to provide strong leadership and she continues to provide this very effectively. She has been determined and focused in sustaining improvements in the quality of education and raising pupils' attainments. The headteacher manages the school well but this term she has been seconded part-time to another school, being absent for four days per week in the first half-term. She has been efficiently supported by the deputy, who was acting headteacher during the first part of term, and senior staff work closely and effectively together. However, the secondment has placed a considerable burden on the energies of all of them. They have been effective in meeting the multitude of daily problems created by a highly mobile population of disadvantaged parents and pupils. However, they have not been as effective in addressing other critical areas such as behaviour management at Key Stage 1. When the headteacher can concentrate on problem areas, she shows high capability and skill, and has been resourceful in obtaining the support of various organisations to help discharge the school's support and welfare agendas. She carries out regular monitoring of teaching and learning both formally and informally which has produced a significant improvement in teaching throughout the school since the last inspection.
53. The headteacher delegates well and has recently refreshed the senior management team which now has a greater representation of younger staff as well as a teacher from Key Stage 1. Through the work of the headteacher and senior management team, all staff have a good understanding of new educational initiatives and their implementation. Teachers holding additional responsibilities have a clear idea of their management roles and their necessary contribution to raising standards. They monitor planning and teaching effectively in the core subject areas and satisfactorily extend their roles into foundation subjects. There are very good relationships in the school and staff support each other well. The school has a good capacity to succeed in the future.
54. The governing body has improved its contribution to the school's management since the last inspection, and this is now at a good level. There are two vacancies on the governing body, but the present governors are experienced and resourcefully co-opt non-voting representatives to assist on the governing body and its committees. Additionally the harnessing of parents' views through the class representatives and the pupil, parent and community committee is innovative. The governors have a good view of the school's strengths and weaknesses and are very supportive and hardworking, but have the capacity to be good critical friends. The committee structure is especially strong and all governors are allocated real responsibilities. They are concerned to fulfil their statutory duties and all legal requirements are being well met. Its annual report to parents is of good quality, giving positive signals about its importance to the school. The governing body has made good progress in developing performance management within the school. Governors have adopted the model policy and some have been trained in procedures.
55. The special needs co-ordinator is skilled and knowledgeable and has a clear understanding of pupils with special needs. She keeps up-to-date with developments. The co-ordinator has appropriately organised the policy and practice and liaises with a designated observer from the governing body. The governing body keep oversight of pupils with special educational needs through this nominated observer reporting back to it. Learning materials are adequate and well maintained and efficiently organised. All statutory requirements are met.
56. The previous inspection report indicated that the school should devise methods for monitoring and evaluating its success and extend its development plan beyond the current financial year. The school has made good progress in measuring its performance and effectively analyses the pupil data for the core subjects, looking for trends in the many ethnic groups in the school. It compares its performance with similar schools and is well aware of its strengths and weaknesses. Despite the small cohorts, and the high turnover of pupils the school is setting realistic targets for the next four years in all core subjects, and for attendance. However, this has not yet been extended into any other development areas and plans are still not effectively agreed for more than one year ahead. Budgets are well planned and spending is efficiently monitored by the headteacher and governors. There is very good financial administration and the school has met all the recommendations in the last auditor's report. It makes good use of information technology in administrative work and is extending this to help teachers keep track of pupils' records.

57. Staffing costs are very high as the school supports its disadvantaged pupils with a large number of extra teachers and assistants. The school regularly reviews the effectiveness of staff deployment and adapts this to best meet the needs of pupils and the changing school population. The school is well advised by the local education authority on best value principles and carries through these principles in a satisfactory manner. Through the headteacher's unstinting efforts and good contacts the school has been able to acquire a very impressive amount of grant money which has been well spent on many initiatives within the school, and will be used in the future to fund the new nursery facility. The school has an operating surplus which is currently in excess of national recommendations but which they aim to reduce. The money is designated as funding for the new nursery facility and as a reserve for maintaining high staffing levels.
58. The school continues to give sound value for money. Most pupils enter the school with well below average levels of skill and by the age of eleven, the majority attain levels which are in line with national expectations. They make good progress overall and pupils with special educational needs and those learning English as an additional language often make very good progress. The quality of education provided is good but the unit costs of the school are very high.
59. The school is well staffed with a good balance of experienced and newly qualified staff. Pupil teacher ratios and class sizes are at a below national average level due to the high number of teachers. Teachers are appropriately qualified and where gaps exist in their expertise, training and support are sufficiently provided. There are good induction arrangements into the school for newly qualified teachers and qualified staff are delegated to mentor duties. Training for the literacy and numeracy initiatives has been effective. The school has found it difficult to provide sufficient non-contact time for co-ordinators and teachers and opportunities to observe other schools have been limited. Professional development interviews are conducted by the headteacher and are effective in supporting teacher needs. The high number of well-qualified support staff adds significantly to the quality of teaching and learning in the school, and especially for special needs and pupils learning English as an additional language. They are often exceptionally well integrated into the classroom as in the reception class and have a real impact. Administrative staff are well used to support pupils during lunchtimes and they have a strong trust and empathy with the pupils.
60. The school's accommodation imposes restrictions on pupils' learning opportunities in spite of an imaginative development of the basement. The school tries to produce a secure, safe and welcoming environment in which pupils and parents feel comfortable. However, outdoor play space is very limited and there are many collisions and tears at break-time with pupils inevitably letting off steam in a confined area. At the time of the inspection there were no games available for pupils to use during playtimes. Many classrooms are cramped which restricts activities such as carpet time and promotes the need for pupils to run about noisily at breaks. The creation of the computer suite has been implemented at the expense of the library and currently there are no plans to reinstate the library for two years. The loss of such an important teaching resource for so long is unacceptable, especially as there are other rooms available, such as the parents' room, which are currently underused. In addition, there is no satisfactory location for teaching withdrawal groups of pupils learning English as an additional language. While pupils' work is widely displayed and celebrated there are few interactive displays to stimulate their learning or provide them with artefacts to feel and discuss. Toilets are located in the basement which requires some pupils to descend two floors when they need to use them. The school is very resourceful in using outside parks in summer to support the pupils' play and makes good use of the local swimming pool and leisure centre to support its physical education curriculum. The school is planning to develop an early years centre at the local church in 2002 which should marginally assist with space constraints.
61. The sufficiency and quality of the school's resources are satisfactory overall, and have shown some improvement since the last inspection. The school has an average expenditure per pupil on resources. Much of this has been used to improve the computer suite and this is a very good facility with good resources. It represents a major improvement since the last inspection. Resources in maths and music are good, but geography resources and library resources are unsatisfactory. They are satisfactory in all other subjects. The school's development plan does not indicate any major improvements in resources during the next year.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. In order to improve the standards in the school, the governors, headteacher and staff should:
- raise pupils' achievements in information and communication technology at both key stages by;
 - fully implementing the school's plan for staff training;
 - identifying opportunities to develop pupils' skills in all areas of the curriculum;
 - establishing procedures for assessing pupils' progress which involves pupils in the process of self-evaluation.
(Paragraphs 13, 118-121)
 - establish consistent expectations and procedures for managing pupils' behaviour by;
 - raising staff skills in positive behaviour management;
 - implementing common approaches and systems for reinforcing class routines;
 - providing an effective system for supporting both pupils and staff as necessary.
(Paragraphs 7, 16, 22, 43, 52, 83, 89, 96, 99, 102, 103)
 - Improve the balance of the curriculum in line with the requirements in Curriculum 2000 by;
 - reviewing the schemes of work in history, geography and art and design;
 - ensuring that appropriate time is regularly allocated to all subjects.
(Paragraphs 14, 28, 105-108, 112, 113-117)
 - improve the use of the school's limited accommodation by;
 - examining alternative ways of using the playground at playtimes to reduce the level of possible risk to pupils;
 - reinstating the library as soon as possible;
 - establishing an appropriate teaching location for those supporting pupils learning English as an additional language.
(Paragraphs 16, 45, 60, 130)

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

63. Over 80 per cent of pupils in the school have English as an additional language. A small proportion of them are targeted for intensive specialist support, although many more receive support from the EMTAG (Ethnic Minority and Traveller Achievement Grant) teachers as they work alongside class teachers. Overall, class teachers, EMTAG teachers and classroom assistants make good provision for pupils with EAL. This enables them to make good progress.
64. The specialist teaching provided by the EMTAG teachers is appropriately targeted at pupils who are at the lower level of proficiency in English. Its quality is good overall, with most teaching taking place in the mainstream classroom. Withdrawal from lessons takes place only in Key Stage 2. With teaching being well integrated into mainstream provision, opportunities for joint planning are good. This helps pupils to gain access to the full curriculum. However, planning of EMTAG teachers does not specify clearly the vocabulary and language structures to be taught or reinforced in the lesson. There are good opportunities for pupils to develop their speaking and listening skills. Most teachers and classroom assistants were seen valuing the first languages of EAL pupils, and using them to support learning. For example, in a Year 1 English lesson, the EMTAG teacher encouraged the pupils to count to 10 in different languages to which they responded with enthusiasm. She also ensured that the quieter pupils had the opportunity to respond to questions. In lessons, where specialist language support is not available, class teachers provide good support to pupils learning English as an additional language. They generally explain new ideas in a way that makes sense to all pupils.
65. The attitudes of pupils with EAL to school and learning are good. They are well integrated into the life of the school, and generally respond well in lessons. Pupils behave well, and their relationships with other pupils and adults are very good.

66. The provision for in-service training for the EMTAG teachers and mainstream staff is sound. There are good arrangements for assessing the progress of learners of EAL, with EMTAG teachers and class teachers liaising with each other effectively. This is an improvement on the previous inspection when they did not work closely enough in agreeing the levels of attainment and assessing the needs of the pupils. Their attainment is assessed regularly, and records of their progress are kept. Assessment information is used well to establish targets for them. There is a satisfactory range of resources to support speakers of EAL. The linguistic diversity within the school is celebrated well through notices and captions in different languages. The school recognises the need to increase its stock of bilingual books. The coordinator for EMTAG has established good links with the parents who often help with translation and interpretation. These links have been further strengthened by the provision for mother tongue classes for pupils in Albanian and Arabic. As in the previous inspection, the arrangements for the management of EAL are sound, with EMTAG teachers being effectively deployed.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	41
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	28	32	64	2	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	155
Number of full-time pupils eligible for free school meals	74

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	6
Number of pupils on the school's special educational needs register	36

English as an additional language	No of pupils
Number of pupils with English as an additional language	124

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	90
Pupils who left the school other than at the usual time of leaving	81

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	5.9	School data	5.8
National comparative data	5.2	National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	13	11	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	11	12
	Girls	6	6	7
	Total	18	17	19
Percentage of pupils at NC level 2 or above	School	75 (59)	71 (68)	79 (59)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	12	12
	Girls	6	8	5
	Total	15	20	17
Percentage of pupils at NC level 2 or above	School	63 (64)	83 (59)	71 (55)
	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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	10	9	19

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	7	9
	Girls	4	5	7
	Total	9	12	16
Percentage of pupils at NC level 4 or above	School	47 (38)	63 (48)	84 (48)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	5	4
	Girls	3	5	4
	Total	5	10	8
Percentage of pupils at NC level 4 or above	School	26 (24)	53 (38)	42 (24)
	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	14
Black – other	4
Indian	0
Pakistani	4
Bangladeshi	1
Chinese	0
White	58
Any other minority ethnic group	46

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR- Y6

Total number of qualified teachers (FTE)	8.8
Number of pupils per qualified teacher	17.6
Average class size	25.8

Education support staff: YR– Y6

Total number of education support staff	9.6
Total aggregate hours worked per week	252

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	1	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.

Financial information

Financial year	1999 -2000
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	£
Total income	488676
Total expenditure	544962
Expenditure per pupil	3073
Balance brought forward from previous year	97664
Balance carried forward to next year	41378

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	152
Number of questionnaires returned	44

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	90	10	0	0	0
My child is making good progress in school.	68	28	0	0	5
Behaviour in the school is good.	48	45	3	0	5
My child gets the right amount of work to do at home.	51	32	11	5	0
The teaching is good.	75	25	0	0	0
I am kept well informed about how my child is getting on.	69	28	3	0	0
I would feel comfortable about approaching the school with questions or a problem.	80	15	3	0	3
The school expects my child to work hard and achieve his or her best.	60	30	0	3	8
The school works closely with parents.	58	38	0	0	5
The school is well led and managed.	78	18	5	0	0
The school is helping my child become mature and responsible.	64	28	3	0	5
The school provides an interesting range of activities outside lessons.	53	28	8	5	8

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

At the time of the last inspection, no judgement was made for the provision for children under-five, nor was there a specific judgement identified for the standard that the children attained.

67. The provision for learning for the children in the Foundation Stage is good. Expectations are clearly identified for all ages in the class and targets for learning are focused to cater for the varying experiences of the children as was seen, for example, in the weekly planning for reading. The clear and thorough planning and organisation include a comprehensive system to record the children's attainment. Assessment opportunities are identified as an integral part of the planning for each area of learning, which has a strong impact on the children's learning in the reception class.
68. There are good induction procedures for settling the children thoughtfully and sensitively into school. For example, the nursery nurse and home/school liaison officer make very worthwhile visits to each home before the children start school; there is a good opportunity for parents to come into the class, during the half-term prior to their children's entry and parents are welcome to stay with their children initially.
69. Children make good progress by the age of five. The majority of children enter the class with well below average attainment, although there are a few children with above average attainment. By the end of the Foundation Stage they achieve levels which are below the nationally expected standards in their communication, language and literacy development and in their knowledge and understanding of the world, but have reached the expected standards in their mathematical, creative, physical and personal and social development. Children are drawn from a very wide cultural mix and most learn English as an additional language with many of them unable to speak English on entry to the school. These children are very well supported and soon grow in confidence as they are taught within a secure and stimulating learning environment. Their needs are identified quickly and they are fully integrated into the class. They make progress at the same rate as the other children. Good use is made of assessment. The information gained when the children first join the Reception class is used effectively to plan activities for them. Continual observations and assessments are made of each child's progress to ensure that work continues to match their needs and build on their previous learning. Concerns are identified for those pupils who might have special educational needs. All the staff, including the EMAG teacher, nursery nurse and the primary helper work extremely well together and collaborate very effectively to plan activities and assess children's needs.

Personal and social development

70. By the end of the Foundation Stage, the majority of children meet the expected standards in their personal and social development. They are beginning to form positive relationships and to communicate suitably with one another and with adults. Relationships are very good and the staff are very effective in creating a warm, caring and stimulating learning environment in which the children develop good attitudes to learning and become self-confident. They are taught the difference between right and wrong. Four simple classroom rules are appropriately displayed for the children to appreciate. For example, "*We look after our classroom.*" The children are expected to clear away after completing the activities. Clear routines have been established in which the children thrive and very good progress is made. For example, the children move sensibly to their table activities and share resources well: they have many effective opportunities to select from a wide variety of activities. This very successfully develops the children's social and personal skills, particularly developing their understanding of individual responsibility and is a direct result of the very good teaching that they receive. The majority of children remain interested in tasks until completed, particularly when working with an adult. For example, groups of children persevere until they have completed, for example, a task of forming specific letters in shaving foam. They are beginning to share equipment and collaborate appropriately during group work, for example, when using paint and construction kits and when tasting food. The rich learning environment and the good provision of a wide range of experiences ensures that the pupils develop

well in this area. The children come from a very wide diversity of ethnic groups and cultures and good provision is made for them to learn about one another's cultures through religious education and the visitors who are invited into the school.

71. The overall very good teaching in this area has a strong impact on children's learning. When classrooms are well managed children are secure and confident. The teachers plan very worthwhile opportunities for the children to learn and to concentrate on a given task. No opportunity is missed to help them learn how to live amongst a large group. Staff have high expectations that children will learn how to give and take, share and begin to understand what they may expect of others and others of them. Praise and encouragement are used very effectively to raise the children's self-esteem and give them confidence. This is particularly effective with those children who have English as an additional language. By working very well together, the staff give the children very good role models.

Communication, language and literacy

72. By the end of the Foundation Stage, the majority of children do not meet the expected standard in communication, language and literacy, while a very small minority exceed the expectations of the Early Learning Goals. However, they make good progress from entry into the Reception class and are developing their skills well in receptive English. Adults use skilful questioning to encourage the children to express their ideas and increase their vocabulary. Throughout each activity they are provided with many additional opportunities that are well supported by an adult to develop their speaking and listening skills. For example, the staff effectively interact with the class teacher to encourage all the children to take part in a question and answer session. Children quite successfully identify the different colours and the names of the animals that appear in the text after appropriate reinforcement and consolidation of the vocabulary through very good teaching. Children are developing skills in writing, which are appropriate for their ability. For example, by the end of the Foundation Stage, most children attempt to write their own names and write letters in recognisable script. Although the majority of children understand how books are written and know that pictures tell a story and words have meanings, a high number of them are in the very early stages of English acquisition and do not have sufficient vocabulary to understand the meaning. One higher-attaining child used a number of methods to read stories. For example, she used the sounds of the letters to help her to read unfamiliar words. Teachers encourage all children to take home their books to share with their family and most do this regularly. Information technology is used effectively to support this subject, for example, with such programs as "Dr Seuss ABC".
73. The quality of teaching in this area of learning is very good. Lessons are well organised and good cross-curricular links are made with all the other five areas of learning. For example, adults interact well with the children, particularly in discussion, to exploit any opportunities to increase children's vocabulary. All the staff use praise well to build up confidence and self-esteem. Challenging and stimulating work is successfully planned which makes children think and keeps them focused with interest on the activities provided. Learning intentions are appropriately shared with the children so that they know what they are going to do. The very good teaching has a very positive impact on the children's learning. Planning takes account of the newly introduced 'Stepping Stones' in the Early Learning Goals for the Foundation Stage.

Mathematical development

74. Children meet the expected standard by the end of the Foundation Stage and make very good progress. They enter the class with a wide range of skills and many have a very limited understanding of number. Very positive teaching provides children with good opportunities to learn which they clearly enjoy. For example, they count and sort numbers to 20 orally and count on from a given number to 10. They compare, sort and match everyday objects using appropriate language such as 'big', 'little', 'more', 'less', 'in front of' and 'behind'. They are beginning to recognise a number of two-dimensional shapes, such as 'square', 'circle', 'triangle' and 'rectangle'. Teachers use every opportunity to reinforce their knowledge and understanding of number through consistent repetition of ordering numbers, in the singing of various number rhymes. This subject makes a good contribution to the children's personal and social

development. For example, the children are interested and motivated, confident in speaking and settle quickly and quietly to group activities. Learning is effective because the children have many opportunities to learn from and with each other and at different rates. Information technology is used effectively to support mathematics through carefully selected number programs and in learning counting rhymes.

75. Overall, the quality of teaching is very good and has a strong impact on children's learning and the very good progress they make. Very good teaching is characterised by clear and precise exposition and instructions so that the children know what is expected of them. Skilful questions are used to stimulate thought and provoke discussion from which children learn much. All the staff are used very successfully and are well deployed. Activities are effectively planned to meet the needs of all the children and clear objectives ensure that the children progress well. All the staff have a secure understanding of how young children learn and provide a rich learning environment in which the children thrive.

Knowledge and understanding of the world

76. By the end of the Foundation Stage, the majority of children do not meet the expected standards in their knowledge and understanding of the world. This is mainly due to their poor acquisition of English. However, they make good progress from entry into the class. The children are given worthwhile opportunities to develop an awareness of the passage of time through, for example, making weekly diaries to record daily events. They effectively remember and discuss the past events in the diary. They are given good opportunities to make simple predictions about which objects will float or sink and then are encouraged to say why. This creates a good link with language, as the children are asked to talk about their observations. They handle a variety of tools carefully. They skilfully use clay tools to make patterns in clay and use straws to make skeleton shapes. These experiences effectively enhance the children's speaking and listening skills as they begin to talk about how they made them. Their computer skills are good: they are appropriately developing eye and hand co-ordination through selecting the correct icons and controlling the mouse and the direction keys when following programs.
77. The quality of teaching seen in this area is good. Good relationships have been established between the staff. The nursery nurse and the primary assistant are very able and make a valuable contribution to the children's learning by skilfully reinforcing their understanding and effectively supporting them. The staff plan activities that develop and increase, for example, the children's manipulation and observational skills. Plans clearly set out appropriate learning intentions for lessons. The activities are well matched to the needs of the children and they are precisely explained and demonstrated. Resources are thoroughly and carefully selected and prepared prior to the lesson.

Creative development

78. Children achieve the expected standard and make good progress. Scrutiny of the children's past work on display shows that they effectively have daily opportunities to express themselves by drawing, painting, engaging in imaginative play, and handling malleable materials, such as clay and play-dough. The small size of the classroom restricts the children from experiencing, for example, worthwhile daily activities such as sand and water-play. They produce pictures using a suitable range of techniques and create collage pictures. For example, the children use a range of materials such as sequins to make fish and tissue paper and paints to decorate animals for Noah's Ark. In music, the children join in an action song with enthusiasm. They quickly memorise the words of many nursery rhymes and new songs. They learn to play different percussion instruments and recognise the sounds they make. The size of the classroom restricts the children's possibilities for role-play activities. There is a very small area to give the children suitable opportunities to play co-operatively and develop their imaginations by enabling them to take on the various roles and jobs. For example, three children played in the 'Home Corner' and while two of them practised washing and drying up dishes, the child sat at the table waiting to be served some food. When the service proved too slow the roles are amiably reversed.
79. Overall, teaching is good in this area of learning. Creative development is appropriately fostered through a suitable variety of activities. All the staff are well organised and use stimulating

resources which are thoroughly prepared. They constantly talk to the children and ask relevant questions to enlarge their vocabulary and support their efforts. Staff work closely together and make positive contributions to the children's learning. For example, they participate in role-play situations and they help the children to select the most appropriate materials for their models. Assessment opportunities are an integral part of the planning.

Physical development

80. By the end of the Foundation Stage, the majority of children reach the expected standards and make good progress. There are many planned experiences for them to control small tools so that by the time they are five, the majority of children are beginning to control and manipulate such objects as pencils, glue spreaders, paint brushes, construction apparatus, modelling tools and scissors, which they handle safely. The safely organised indoor play area provides an appropriate range of equipment to develop the children's ability to control and co-ordinate their bodies and gives them an awareness of space. For example, a good arrangement of different pieces of apparatus ensures that the children effectively learn to move safely and to take turns. A weekly dance lesson greatly enhances the children's physical development. They are appropriately taught to listen to different instructions through the effective use of a tape, suitably reinforced by all the staff. The children worked co-operatively when, for example, they modelled the movements of different animals. This has a good link to their literacy lesson and the book they are studying. They are keen and enthusiastic and react well to the teachers' high expectations of their behaviour and response.
81. Overall, the quality of teaching is good in this area. The teachers make good provision for the children's physical development. Effective teaching is characterised by clear and precise exposition and instructions so that the children know what they have to do. Lessons are very well planned and structured, including a clear development of skills. All staff are well deployed and understand what is expected of them. They have a secure understanding of how young children learn and provide a rich learning environment in which the children develop well physically. All staff have a very sensitive awareness of the children's safety.

ENGLISH

82. Pupils' attainment at the end of Key Stage 1 is well below the national average and, at the end of Key Stage 2, it is just below average. Results of tests in 2000 at Key Stage 1 indicate that standards in reading and writing were well below the national average for all schools and below average when compared with similar schools. Results in 2000 at Key Stage 2 indicate levels were also well below the national average but average when compared with similar schools. It is difficult to establish trends in standards over time because the number of pupils taking tests at the end of Key Stages 1 and 2 is very low and there is also a very high pupil mobility rate. However, the school's results in national tests indicate that standards at the end of Key Stage 1 have remained well below average in reading and writing since the last inspection. At the end of Key Stage 2, standards have been well below average since the last inspection. However those pupils who have continuity of education across Key Stage 2 make satisfactory progress according to their test results. There is no significant difference in the attainment of girls and boys. Pupils learning English as an additional language make good progress, and those with special educational needs make very good progress.
83. Standards in speaking and listening are well below what is typical of seven-year-olds. However, taking into account pupils' levels of attainment in speaking and listening at the age of five which are well below national expectations, they make satisfactory progress in Key Stage 1. Most pupils in Year 2 listen attentively to teachers' instructions and explanations, and they are keen to contribute their ideas in response to questions. They are willing to talk about their work and share their experiences. However, the listening skills of many pupils are underdeveloped and they tend to lose concentration quickly or become excited and start calling out answers to questions together rather than waiting for their turn. Furthermore, apart from the higher attaining pupils who think through their ideas to respond appropriately to questions, the responses of others are constrained by a limited range of vocabulary and insufficient control over sentence construction.

84. Pupils make very good progress in speaking and listening in Key Stage 2, and by Year 6, standards are satisfactory. Most pupils speak with confidence and their responses to questions are well thought out, as was observed in a lesson in the Year 5/6 class where pupils discussed an extract from *A Christmas Carol* by Charles Dickens. The higher and average attainers are able to give well-organised and sustained accounts of events, and are able to justify their opinions. They talk in detail about the plot and characters in stories which they have read. The lower attaining pupils are less secure in speaking and listening because a number of them have had insufficient experience of learning English.
85. Standards in reading are well below average at the end of Key Stage 1. However, regular opportunities for reading are helping pupils to make sound progress. The higher attainers in Year 2 read fluently and with expression. They show understanding of texts by retelling stories they have read. They are able to locate information by using contents and index pages, and are developing preferences for favourite authors. The average and below average pupils are able to read only simple texts. They are willing to talk about their reading books but lack confidence in expressing opinions about them because they have limited vocabulary and their control of grammar is less secure.
86. Pupils make very good progress in reading in Key Stage 2, and by Year 6, standards in reading are satisfactory. In Year 6, above average and average pupils read a wide range of books. They enjoy reading for pleasure, and have developed preferences in their personal reading. They are able to talk about characters and plot in stories with understanding and confidence. Their research skills are sound and they make good use of dictionaries and thesauruses to support their reading and writing. The below average pupils are less confident readers. Since their proficiency in English is less developed, they are not able to use grammatical and contextual cues competently, and have to depend too heavily on phonic cues for reading. Consequently, they tend to read hesitantly and without sufficient understanding. Pupils from both key stages have opportunities to read regularly at school and home, and depending on their age, parents, teachers or pupils write comments in their reading records. Year 6 pupils find their teacher's comments particularly helpful because they not only inform them about their progress, they also tell them how they can improve their reading.
87. Although pupils make satisfactory progress in Key Stage 1, their standards in writing by the end of the key stage are well below the national average. Pupils in Year 2 write for a very limited range of purposes. Their writing mainly consists of producing either single sentences, or writing a sequence of instructions, for example on making a circuit in their work in science. There is very little evidence of pupils developing their ideas into a sequence of sentences, making use of full stops and capital letters. However, during the inspection, with good support from the class teacher and the teacher of English as an additional language, many pupils in Year 2 were able to use the structure of a poem to write their own poems by substituting certain words. Overall, pupils' handwriting and spelling are satisfactory.
88. Starting from a low base at the end of Key Stage 1, progress in writing is very good in Key Stage 2. However, standards by the end of Key Stage 2 are still below the national average. In Years 3 and 4, most pupils begin to write for a range of purposes, for example stories, poems and book reports. Their stories consist of a series of sentences which begin to develop ideas logically. In Year 5, the higher attaining pupils write openings of stories which are imaginative and can capture the attention and interest of the reader immediately. However, although the average attainers are generally able to sustain ideas in their writing, some of them make a lot of mistakes in subject-verb agreement. The handwriting, spelling and punctuation of most pupils is satisfactory, although a small number produce untidy work. In Year 6 pupils write for a variety of purposes, including narratives, summaries, retelling events and making personal responses to literature. Opportunities for planning, drafting and redrafting their writing are having a positive effect on the quality of pupils' work, with many of them producing lively and thoughtful pieces of narrative and non-narrative writing. Many pupils are able to sustain and develop ideas in interesting ways, and their stories contain descriptions of settings and the feelings of characters. However, a significant number of pupils are unable to present their thoughts coherently in extended writing because they use a limited range of connectives and do not always make appropriate use of paragraphing. Their control of basic grammatical structure of sentences is also not always secure. Standards of

presentation and handwriting are satisfactory. Most pupils use punctuation marks correctly. The spelling of higher attaining pupils is good, but it is unsatisfactory for the average and the lower attaining pupils.

89. Pupils have positive attitudes to the subject. They generally respond well in lessons and listen attentively. The great majority of pupils work sensibly as a whole class and individually. However, a significant proportion of pupils are easily distracted, particularly during the whole-class part of the lesson in Key Stage 1. This impacts adversely on the pace of work and progress. Most pupils behave well in lessons. They are courteous, and have very good relationships with each other and adults.
90. The quality of teaching and learning is good overall. The school has implemented the National Literacy Strategy successfully and teachers plan from it well, with the three-part structure of lessons being firmly established. Teachers across the school have a good understanding of how to teach reading and writing and they use a range of strategies to help pupils to develop these skills. For example, in Year 1, pupils were helped to use their knowledge of grammar to predict hidden words in a text. In Year 2, a successful reading of the poem: 'Giraffes Don't Huff' by pupils and the teacher together led to pupils using its structure to write their own poems by substituting certain words. In Year 3/4, the teacher used a big book successfully to encourage pupils to identify main points in a text. In Year 5/6 class, where teaching was very good, the teacher used questions extremely well to find out about pupils' understanding of how authors describe characters. She listened to their responses carefully to check and extend their understanding. In this class, the relationships between the teacher and pupils were particularly good which led to very good interaction between them. Teachers have a secure knowledge of the subject, and they generally manage pupils well so that they are focused and learn well. Where teaching is less effective this arises out of unsatisfactory procedures for whole-class control at the beginning and end of the lesson. These are caused by the immature behaviour of a number of pupils, mainly in Key Stage 1 and the lower part of Key Stage 2. Consequently, with the teacher trying to control the class, the pace of work slows down. Pupils' work is marked regularly, and much marking has helpful comments that explain how pupils might improve. Pupils with special educational needs and those learning English as an additional language are supported well by classroom assistants. Furthermore, learners of English as an additional language are also well supported by EMTAG (Ethnic Minority and Travellers' Achievement Grant) teachers.
91. The English curriculum is broad and balanced. The Framework for Teaching Literacy and the published scheme of work for Key Stage 2 support teachers in carrying out planning. Assessment is good, with the school carrying out a range of tests which are analysed carefully to establish targets for improvement. The library is currently out of action because the room where it was based has been converted into the computer suite. The new accommodation for the library will not be available for about two years. This is unsatisfactory because its absence limits opportunities for pupils to carry out independent research, and the development of library skills. The range and quality of other resources are overall satisfactory across both key stages, and they are used well. The school is well supported by the Soho Theatre Company. During the inspection, three actors the company provided good quality support to pupils in the Year 5/6 class to write play scripts. Management of English is good. The coordinator has a good understanding of her role. She has monitored the teaching of the subject in the past, and organised appropriate training for staff.

MATHEMATICS

92. Pupils' attainment is close to national expectations at the end of Key Stage 2 but *well* below expectations at the end of Key Stage 1. The progress of pupils is very dependent upon their language development, the time spent in school and their previous educational experience. Current pupils in Year 2 have often had disrupted schooling and few are achieving expected levels for their age. Most pupils in Year 6 have benefited from a period of continuous schooling and are achieving the levels expected nationally. The attainment of pupils for whom English is an additional language is very similar to national expectations.

93. At Key Stage 1, pupils' attainment has varied widely since 1996. This reflects variations in the composition of the small cohorts and the high level of pupil mobility within each year group. The general trend over the last four years indicates a slight improvement in the attainment of both boys and girls since the last inspection. In 2000, pupils' achieved levels which were well below the national average but which were in line with those achieved in similar schools. The progress of pupils is satisfactory overall. Those for whom English is an additional language make sound progress but above average pupils do not always progress well.
94. At Key Stage 2, pupils' attainment has improved considerably since 1996. While attainment in 2000 was below the national average it was above the levels achieved in similar schools and reflects an improvement among both boys and girls. By comparing the test results of pupils at Key Stage 2 with those which they achieved at Key Stage 1, it is evident that overall progress is good. Pupils with above average ability make sound progress and those with special needs or who learn English as an additional language often make very good progress.
95. Pupils at Key Stage 1 attain below average levels in number work but have a sound command of shape, space and measurement. Pupils in Year 1 had difficulty in applying their knowledge of number to money problems in which they had to add coins of different values. Some pupils, especially those with little command of English have a weak understanding of place value and guess wildly at two digit numbers. Higher attaining pupils make very good progress and add coins up to 99 pence well, but struggle to calculate sums in excess of one pound. In Year 2, many pupils describe common two and three-dimensional shapes and have a good knowledge of terms like 'cube', 'cone' and 'cylinder'. In their work on fractions, however, only a few pupils grasped the process for calculating half. A few higher attainers explained that even numbers were halved in size when divided by two but not all understood that concept of fractions.
96. The quality of teaching at Key Stage 1 is satisfactory overall but teachers do not always contain the behaviour problems of a few pupils in each class which is having a negative effect on the learning of the majority. Teachers closely follow the National Numeracy Strategy in their planning and their objectives are clear and appropriate. Most pupils are keen to undertake tasks and co-operate, but two or three in each class are actively disruptive and occasionally their behaviour is threatening to adults and other pupils. Higher attainers usually manage to progress at a satisfactory rate and are provided with appropriately challenging tasks. Pupils of average ability and those with a limited attention span are set appropriate activities but they are often distracted and do not make sufficient progress in all lessons. Teachers deploy classroom assistants well in most lessons and adults often do their best to support those pupils with poor behaviour. Although teachers and support staff display immense patience with these difficult pupils they do not always identify the most effective strategies for maintaining a calm working environment. Teachers do not always manage instruction time on the carpet in an orderly and effective manner. They permit calling out and actually encourage noise and shouting at times. They do not consistently demand that routines are followed like putting hands up to answer questions and do not place enough emphasis on identifying and encouraging good behaviour. In some instances, support staff withdraw pupils to encourage them to calm down but consistent procedures are not implemented in all classes.
97. The quality of teaching at Key Stage 2 is good which promotes good progress among all pupils. Pupils in Year 3 responded enthusiastically to a session of mental arithmetic which the teacher managed very effectively. All pupils displayed their answers on number fans with weaker pupils receiving very good support from classroom assistants to ensure they fully participated. Higher achieving pupils made good progress in calculating numbers up to three-digits and were given opportunities to explain their methods to the rest of the class. Pupils for whom English is an additional language progressed well and were given help to use the correct terminology as necessary. Pupils in Year 4 have a broad knowledge of shape, measuring and data-handling. Many describe the advantages and disadvantages of displaying information in different graphs. They have a sound command of number and apply their skills well in calculating time and money problems. Pupils in Year 5 convert time from analogue to digital expressions and use the four operations with confidence. In both Years 5 and 6 pupils use their number skills across a range of activities which includes data-handling, working with co-ordinates and calculating the areas and perimeters of regular shapes. Teachers challenge the thinking of higher attainers by good use of questions and ensure that all pupils use terms accurately.

SCIENCE

98. Pupils' attainment is close to the national average at the end of Key Stage 2 and well below the national average at Key Stage 1. Results in tests at Key Stage 2 indicate a steady improvement over the last four years. While pupils' results in 2000 were still below the national average they are above average in comparison with those achieved in similar schools. The current attainment of pupils in Year 6 confirms that pupils are attaining levels which are below expectations but that their progress is good. Standards of attainment at Key Stage 2 have improved since the last inspection. There has been a review of teaching and expectations and pupils undertake more investigative tasks which has had a positive impact on learning.
99. At Key Stage 1, teachers' assessments indicate that pupils reach levels which are well below national expectations. Results have stayed at a similarly low level over the last four years and have not improved significantly since the last inspection. There are considerable variations in the composition of each year group but many pupils have very low levels of English acquisition and stay for a relatively short period of time. Teachers appropriately focus on developing pupils' language skills but the effectiveness of teaching is restricted by unsatisfactory levels of class management.
100. At Key Stage 2, pupils' knowledge of scientific facts is sound and they progress well in relation to their prior attainment. Pupils with special educational needs make good progress and are well supported. Pupils learning English as an additional language do not always have an appropriate depth to their understanding. This is because they do not use English well enough to explain scientific ideas. For example, one higher-attaining pupil in Year 5 misunderstood a task in that he explained what had to be done to balance an object when he was supposed to reinforce it. Examination of previous work shows that pupils record a suitable range of information and are beginning to improve their skills by conducting investigations. By Year 5/6, the pupils are given appropriate opportunities to consider, predict and evaluate experimental evidence. For example, pupils recorded their ideas of what would happen when different materials were submerged in water.
101. Skills are appropriately built up from year to year. All classes across the key stage study the topic of day and night, effectively increasing their understanding as they reach Year 6. For example, pupils in Year 5/6 wrote an accurate account of how the earth rotates and its effect on day and night, while younger pupils do not write in such detail. For example, one pupil in Year 3/4 wrote simply, "...and when it's day the sun is out and when it's night the moon is out." Pupils in Year 5/6 understand that gravity pushes against everything, while pupils in Year 3/4 say that gravity "...pulls the ball down to the ground." The development of the pupils' literacy skills is enhanced when teachers constantly use the correct scientific vocabulary and encourage pupils to do the same. For example, in Year 2, such vocabulary as 'circuit', 'battery', 'bulb' and 'switch' was appropriately used when the pupils were investigating that a switch could be applied to break a circuit, while pupils in Year 1 learn very simply that shadows are formed because of the absence of light. Throughout the school, the needs of pupils with special educational needs and those with English as an additional language are met successfully. They work fully with the rest of the class and are often specifically identified for support during the lessons.
102. Pupils' attitudes to the subject are generally positive in Key Stage 2, but unsatisfactory in Key Stage 1. The majority of pupils are interested, enjoy the subject and work well collaboratively. However, a significant minority of pupils in Key Stage 1 are disruptive and require a good deal of support in order for them to behave appropriately. This often slows the pace of the lesson and limits the progress which pupils make.
103. While teaching is sound overall, there are shortcomings in classroom management at Key Stage 1. Teaching is effective for older pupils but ranges from unsatisfactory to good for younger pupils. Consistently good teaching enables pupils to make good progress in their learning and so raise their attainment from well below average at the end of Year 2 to be just below average at the end of Year 6. Teachers plan lessons to include clear learning objectives and these are conveyed

clearly to the pupils so that they understand what they have to do and how they are to do it. In the best lessons, teachers manage pupils well and the work is generally well matched to all the pupils' needs. Resources are thoughtfully prepared and activities are usually conscientiously organised. Relationships are good and teachers, learning support staff and primary helpers foster positive attitudes. Teachers question pupils effectively to assess and extend their understanding of scientific concepts. Displays in the classrooms are not used effectively to stimulate pupils' curiosity and encourage enquiry. The quality of marking of pupils' work is variable. It is mainly encouraging but there is too little information given to pupils on what to do in order to improve. Unsatisfactory teaching is characterised by ineffective classroom organisation where pupils are unsure of what they are to do. The lack of adequate preparation of resources results in the pace of the lesson slowing down and pupils' progress is limited.

104. The planned curriculum meets statutory requirements. The co-ordinator gives enthusiastic direction for the subject. The subject policy has recently been updated and the scheme of work takes appropriate account of a rolling programme to meet the needs of the mixed-age classes in Key Stage 2. Significant development has been made since the last inspection and the school is well placed to make further improvements. Some of the weaknesses identified in the last report have been satisfactorily addressed. For example, more investigative work has been planned and more challenge is evident for the higher-attaining pupils. Assessment arrangements are still inconsistently applied across the school and computers are not being fully utilised to support the subject. Resources are good and organised for ease of access in a designated room.

ART AND DESIGN

105. Pupils' attainment is broadly in line with expectations at the end of Key Stage 1 but currently below expectations at the end of Key Stage 2. While teaching covers all elements of the National Curriculum programme of study it does not develop pupils' skills in depth and help them explore ideas sufficiently. Two lessons took place during the inspection, both at Key Stage 1, and were observed. Evidence of attainment is also based on displays of pupils work and discussions with staff and pupils.
106. At Key Stage 1, pupils work effectively in a variety of media. They create pictures, clay plaques and collage as well as making string and block prints to experiment in building up a series of patterns. In Year 1, pupils have visited the Serpentine gallery and looked at the work of Brice Marden. They explore the effects which they can achieve with lines using crayon, pencil and charcoal. During lessons, pupils enjoyed the activities set for them and made satisfactory progress. They settled to the tasks well and worked with concentration. The pencil and crayon activity was complemented by time being spent using computers to create lines and patterns which effectively extended pupils' ICT skills. Although pupils contributed to discussions in the plenary session, teachers did not give them sufficient help in suggesting areas to comment upon and vocabulary which they might use. In Year 2 pupils demonstrated satisfactory skills in making Christmas decorations. They worked well at shared tasks which were carefully explained and well managed by the teacher and adult helpers. Pupils' behaviour was satisfactory and they sustained their concentration well. They took a pride in what they achieved and developed skills at an appropriate level.
107. On average one hour per week is allocated to the subject but during the week of the inspection no lessons took place at Key Stage 2. Pupils at both key stages are enthusiastic about expressing themselves and talk with interest about the artists they have seen. However, the teaching of the subject is restricted by the current approach which links pupils' experience to their work in religious education and history. As a result pupils spend the majority of their time producing illustrations for these subjects rather than developing a breadth of art techniques and knowledge. The scheme of work identifies ways in which art can serve the needs of other subjects but does not specify how pupils' skills should be developed over the years. Pupils in Year 5 look closely at the key pattern used in decoration by Ancient Greeks and create theatre masks with strong expressions. Pupils in Year 6 draw pots in which they observe the shape and designs used on them as well as creating their own small pots in clay. While this helps pupils to recognise the colours and styles used by the Greeks there is no evidence of an advance in pupils' knowledge

and skills between the years. The skills which pupils demonstrate in sketching are not well developed by the end of the key stage. Most drawings are very two-dimensional and pupils make little use of shading and different pencil techniques to represent depth and texture. Pupils do not make regular use of sketch books to build up a repertoire of effects.

108. Pupils often have limited skills and knowledge on entering school and their progress is satisfactory overall. Teaching is good at opening pupils' eyes to the work of different artists through guided visits to the Serpentine, Tate and National Portrait Galleries. As a result, pupils have a good understanding of the work of several artists and can effectively imitate Paul Klee's use of colour and shape. Pupils have a satisfactory vocabulary with which to comment on ideas. By the end of Key Stage 2, pupils have developed a range of basic skills through working in paint, clay and collage and carrying out a range of printing activities. Teaching is beginning to make better use of information and communication technology to extend pupils' experience. However, they do not have a well developed understanding of the processes and techniques needed to express their feelings nor sufficient time for self-expression.

DESIGN AND TECHNOLOGY

109. At the end of Key Stage 2, pupils' attainment is close to the expected standard and overall they make good progress. Pupils with special educational needs and those for whom English is an additional language make progress similar to their peers. This is an improvement since the last inspection for Key Stage 2 when pupils' progress was judged to be sound. Due to the planning of the timetable no lessons were observed in design and technology in Key Stage 1 during the inspection period and only one lesson was observed at Key Stage 2. Further evidence has been collected from the examination of teachers' planning, scrutiny of photographs and pupils' past work on display and discussion with the very recently appointed subject co-ordinator. Overall, judgements are not possible from this small sample on the standards of pupils' work or the quality of teaching at Key Stage 1, nor for the quality of teaching at Key Stage 2.
110. The good progress which pupils make in Year 6 is directly related to the good teaching they receive. Lessons are well planned and the brisk pace keeps the pupils focused on the activities. Appropriate attention is given to design skills. Scrutiny of the pupils' past work in Year 6 shows that in their studying of structures they made some quite detailed designs for a temple for a 'Boggle Bear god' with good attempts at accuracy in measuring. Good opportunities are provided for the pupils to record the process, evaluate their results and give some points that they could improve upon. For example, one pupil wrote, *"I found out that stuffing the columns made them fatter and adding a triangular prism on the side of three-dimensional cuboids made them stronger."* While another wrote, *"We learnt that we needed more cylinders so that the weight would be equal and the temple would not fall over."* In a lesson they experimented to find the strongest structure to use when constructing a building. There are good cross-curricular links with science when, for example, the pupils set up a fair test to understand how structures can fall when loaded. They understand that gravity pushes against everything and that arches distribute gravity.
111. Pupils in Year 6 have positive attitudes to the subject. They sustain concentration during the task that has been set and they are attentive and listen carefully when, for example, the class teacher explains the experiment for judging the strongest arches. The pupils enjoy the subject: they are interested and work well collaboratively as was seen in photographs of past work when pupils were constructing a temple.
112. The subject is satisfactorily managed. However, the co-ordinator has been in place for too short a time for her to have a significant impact on the subject. There is a suitable policy and the scheme of work closely follows national guidelines. Assessment opportunities are usefully identified in the planning and are usually implemented at the end of a topic. A room has been made available for design and technology and resources are kept there. The school is well resourced to meet the demands of the curriculum. Currently, information and communication technology is not used consistently to support the subject.

GEOGRAPHY AND HISTORY

113. Owing to the school's cycle of topics, it was possible to see only three lessons in history. No teaching was seen in geography. Further evidence was gathered from looking at school documentation, and discussions with the co-ordinators for history and geography and a sample of Year 6 pupils. Analysis of pupils' previous work, which was very limited and only available in history, provided other evidence. This evidence is insufficient to make a firm judgement on standards in both history and geography at the end of Key Stages 1 and 2. However, discussions with the Year 6 pupils indicate that their knowledge, understanding and skills in both subjects are limited. The reason for this is that history and geography have had a low profile in the past, with the school's main priorities being the teaching of literacy and numeracy. Pupils' experience of the subjects is not consistent across all classes.
114. In history, Year 6 pupils have satisfactory knowledge and understanding of their current topic on Ancient Greece. Those who have studied the Romans can identify some similarities and differences between aspects of their way of life and those of the Ancient Greeks. Most pupils have a sound knowledge of historical terms related to the passing of time such as 'BC', 'AD', 'century' and 'millennium', but their knowledge of dates of important events in history is very limited. Pupils know about the range of sources such as the library, encyclopaedias and museums which can be used to study the past. However, they are less secure in giving reasons for, and the effects of, the main events in history studied. This is because they have had limited access to the learning of history.
115. In geography, Year 6 pupils have a sound knowledge and understanding of the physical and human features of the locality of the school. However, since they have not studied a contrasting locality to sufficient depth, they lack confidence in talking about similarities and differences between different localities. Pupils' knowledge of technical vocabulary, for example related to rivers and weather is very limited.
116. With only three lessons seen in history, and none in geography, there is insufficient evidence to make a firm judgement on the quality of teaching and learning across the school in both subjects. However, in the lessons seen, the quality of teaching and learning was satisfactory at Key Stage 2 and good at Key Stage 1. In Year 2, the teacher helped the pupils to understand why Garrett Morgan invented traffic lights and the effect they had on people's lives. She also encouraged them to recognise the differences between the traffic lights invented by Garrett Morgan and those used now. All pupils, including those with special educational needs and English as an additional language, were supported well by the teacher and the classroom assistant. As a result, most pupils made sound progress in the lesson. In Key Stage 2, all pupils are learning about the Ancient Greeks. In the absence of a scheme of work which shows clearly what aspects of the subject are to be taught in each year, there is a lack of sufficient progression in knowledge and understanding as pupils get older. Overall, teachers' subject knowledge is secure. They use questions effectively to help pupils recall previous knowledge and check their understanding of the current lesson. They generally explain the meanings of difficult words clearly. Sometimes teachers are not able to involve all pupils in the lesson fully because resources are not stimulating enough, or pupils are asked to carry out tasks independently for which they are not ready yet. These reduce pupils' interest in learning and their pace of work. Learning is also hindered by the unsatisfactory behaviour of some pupils.

117. Although the policy statements for both history and geography are satisfactory, the schemes of work are inadequate and need to be updated and extended. The history scheme of work does not currently include information on teaching all the elements of the subject and the geography scheme of work provides coverage to only Key Stage 2. The amount of time allocated is insufficient to teach these subjects in depth, and should be reviewed in the light of Curriculum 2000. The curriculum coordinators for both subjects have a clear understanding of their roles and are aware of what is needed to improve teaching. Arrangements for assessment are underdeveloped and resources are just satisfactory in history, but unsatisfactory in geography.

INFORMATION AND COMMUNICATION TECHNOLOGY

118. Pupils' attainment is below expectations at the end of both key stages but there has been considerable improvement in the teaching and resourcing of the subject since the last inspection. The school has very recently installed a suite of computers which provides teachers with a first-class facility for extending pupils' knowledge. In addition, each class has at least one computer and staff are learning to use these effectively to help pupils practise their skills in subjects such as English, mathematics and art. Teachers are now following appropriate objectives drawn from the QCA scheme of work and are beginning to extend pupils' learning across most elements of the subject.
119. At Key Stage 1, pupils use graphic modelling to create images and develop their understanding of how to open, save and print their work. In Year 1 pupils respond with interest to the teacher's clear instructions on using menus and make sensible guesses about changing the size of fonts. Pupils' keyboard skills are close to the level expected but many are inexperienced at using the mouse and they have only limited knowledge of terms like 'icons', 'cursor' etc. In Year 2 pupils have a limited experience of writing stories on computers and they are also introduced to simple control technology. The quality of teaching is sound at Key Stage 1 but planning does not always focus sufficiently on the exact skills that an activity is designed to develop.
120. At Key Stage 2, pupils make satisfactory progress in developing their confidence in using computers. In Years 3 and 4, pupils incorporate pictures in text and are good at finding their way around the picture resources to locate what they want. In Years 4 and 5, pupils who are learning English as an additional language worked sensibly with a reading program which helped them to recognise and pronounce words. While there are good resources for such pupils, computers are not widely used to provide specific support to them in their learning. In Year 6, all pupils worked successfully at calculating the costs of a party using a spreadsheet to vary amounts and check they were within their budget. Pupils benefited from the teacher's very clear instruction given in the classroom. They understood the commands and procedures well before practising them in the computer suite. Currently, there is no satisfactory way of instructing pupils in the computer suite who have to gather around one screen. This means that some find it difficult to see and follow the processes required. Pupils are learning to communicate ideas through technology at a satisfactory level but do not have access to e-mail as yet. They used computers for research in science and geography and are learning to collect and organise information. They have a satisfactory command of using databases but their experience of control technology is still limited.
121. The co-ordinator has a clear idea of how she wants the subject to develop. She has carried out a thorough audit of resources and staff skills and monitors teaching well. The school has drawn up an appropriate action plan to develop skills among both staff and pupils and to make maximum use of the computer suite where some teachers lack confidence. Teachers are being encouraged to plan learning opportunities throughout the curriculum and improve their assessments of pupils' progress. Currently, teachers do not regularly record pupils' progress nor involve them in the process of self-evaluation which would help to develop their skills.

MUSIC

122. It was possible to observe only two music lessons during the inspection due to the timetable arrangements. These were in Year 1 and Year 6. Further evidence has been obtained from an interview with the co-ordinator and an observation of an assembly singing practice. From this evidence it is judged that the music provision is good, the pupils' attainment by the end of Key Stage 2 is above expectations and that they gain a number of different experiences as they move through the school. The school has maintained its standards since the last inspection.
123. Many opportunities are provided to develop the pupils' performance skills. For example, through demonstrating their compositions in Year 6, the pupils show the good progress they have made. Listening and appraising skills are appropriately developed in singing practice, in lessons and through assemblies, where many pieces of music are chosen to reflect the cultural and multicultural aspects within the curriculum.
124. The majority of pupils sing tunefully and maintain the rhythm of the songs as was seen in the whole-school singing practice. Older pupils learn the words of the songs quickly, while younger pupils need support. Teaching here provides the pupils with a very good role model, strong and confident. In the two lessons observed, the teaching was very good. The lessons are well balanced and thoroughly planned. Teaching is stimulating and motivates the pupils to explore rhythm patterns, learn about the lives of famous composers and listen and appreciate their compositions. For example, as a result of the teacher's very secure knowledge and understanding of the subject, the pupils in Year 6 have a good understanding of the background and music composed by such composers as Mozart, Haydn, Beethoven and currently, Tchaikovsky. The pupils are very responsive, keen to learn and sustain concentration throughout the lesson. In both these lessons the pupils, including those pupils who have special educational needs and those for whom English is an additional language, made very good progress. This is a direct reflection of the very good teaching they receive. Music makes a positive contribution to the pupils' cultural and social development, for example, through the different types of songs learned, their collaboration in composing rhythm patterns and the visiting music specialists invited in from different ethnic groups.
125. Specialist instrumental tuition is provided for a number of pupils to learn to play the violin, cello and recorders. The instructor for teaching string instruments has written a well thought through rationale. The inclusion of these extra musical activities greatly enhances the music curriculum and effectively supports the very good progress the children make.
126. The subject is well managed by the co-ordinator. The school follows a clear, detailed scheme of work with identified opportunities for assessment. The co-ordinator has monitored the teaching by observing lessons of the specialist teachers and has appropriately given a report about her findings to the governing body. Resources are good and are kept in the music room. Information technology is not currently used to support the curriculum, but planned opportunities to get a baseline for a starting point have been identified to use when the new computer suite is suitably established.

PHYSICAL EDUCATION

127. Pupils attain standards which are in line with national expectations at the end of both key stages. Only two lessons could be observed during the inspection but the school provides a satisfactory range of activities in spite of its limited facilities. Good use is made of the local sports centre, swimming pool and park and standards have been satisfactorily maintained since the last inspection.
128. At Key Stage 2, pupils respond very positively to swimming lessons and develop their confidence and skills well. They benefit from specialist tuition which is well adapted to the different needs of beginners and more able swimmers. All pupils are encouraged to participate and although a small number are withdrawn, the vast majority of pupils apply themselves enthusiastically to learning. The school makes very good use of specialist teaching for swimming and games at the

sports centre. Instructors also assist in running the after-school club and they know the pupils well. They motivate pupils successfully and provide focused instruction to help them develop their skills.

129. At Key Stage 1, teaching gives pupils good opportunities to develop their skills in dance. Teachers take advantage of the expertise in the school to plan appropriate and stimulating activities which hold pupils' interest. Teaching effectively develops pupils' understanding of movement, their appreciation of music and helps them to learn and practise language. Instructions are generally clear although class routines are not always established in a consistent manner. Pupils are keen to take part and their exuberance is not always channelled effectively. Teachers do not make it clear when pupils should listen and when they should perform. They are good at identifying and encouraging pupils who perform well and use them as exemplars for the rest of the class to observe. While pupils are encouraged to comment on what others are doing, opportunities to develop language further are not always exploited sufficiently.
130. The school meets statutory requirements for physical education and has a satisfactory range of small and large equipment available for teaching . However, the very limited space in the school courtyard limits opportunities for playing games both at break time and in the after-school club. While the underground play area has been imaginatively developed, the facilities for gymnastics are barely adequate for pupils at Key Stage 2 which restricts the development of their skills.