

INSPECTION REPORT

EDWARD WILSON PRIMARY SCHOOL

London W2

LEA area: Westminster

Unique reference number: 101110

Headteacher: Mrs D Okitikpi

Reporting inspector: Carol Worthington
20609

Dates of inspection: 16th – 19th April 2002

Inspection number: 230240

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
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Appropriate authority:	The governing body
Name of chair of governors:	Shirley Korn
Date of previous inspection:	10 th November 1997

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9563	Jeanette Reid	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
15918	Margaret Goodchild	Team inspector	Art The Foundation Stage Special educational needs Equal opportunity	How well is the school led and managed?
3574	Kanwaljit Singh		English as an additional language (EAL) Mathematics Geography History Physical education	
7813	Kevin Wood	Team inspector	English Information and communication technology Religious education	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This larger than average primary school caters for 364 pupils, 60 of whom attend the nursery. It is a community school with a unit for visually impaired children, of which there are currently two. The school is situated in an area of high unemployment, within the local authority's Education Action Zone and boundaries of two single regeneration areas. Many children live on the two local estates; some live in short term housing, which significantly affects the mobility of the school population. Fifty-eight per cent of pupils are eligible for free school meals, which is well above the national average. A very high percentage (75) speak English as an additional language; there are currently 116 refugees from 20 different countries. The percentage of pupils with special educational needs (25) is average as is that of pupils with statements. Attainment on entry to full time school is below both local and national averages. There have been many changes of staff since the last inspection, especially in the juniors where there are many overseas-trained temporary teachers.

HOW GOOD THE SCHOOL IS

This is a good school, which is very well led by the headteacher, who is well supported by her senior management team. Much of the teaching is good and standards are improving as a result. The many temporary teachers show good commitment to the school. There is a particularly caring community ethos in which all members feel valued. The school is efficiently run and provides good value for money.

What the school does well

- Improving standards in literacy and numeracy.
- Well above average standards in music, above average standards in information and communication technology and art.
- Good progress by pupils with special educational needs and those who do not speak English at home.
- Very good provision for personal and social development and pastoral care.
- Very good provision for extra-curricular activities.
- Very effective partnership with parents and links with the community.

What could be improved

- The stability of staffing, particularly in the juniors.
- Standards in English, mathematics and science.
- Provision for design and technology, geography, history and religious education.
- Provision for spiritual development.
- Attendance.

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 1997. Since then it has made good improvement. All the key issues have been fully addressed and the school now provides the appropriate curriculum for children under five. There has been considerable improvement in the provision for pupils who do not speak English at home and are at an early stage of learning it, which is being maintained during the co-ordinator's absence by the headteacher. Although many teachers are from agencies, some have willingly taken on curriculum responsibilities, such as in the Foundation Stage, where change has been rapid with noticeable improvement; there is a strong will to succeed. The school is in a good position to improve further.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	D	E*	E
mathematics	A	D	E*	E
science	A	B	E*	E

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

In 2001, the school's performance in the National Curriculum tests for 11 year olds was poor; results in English, mathematics and science were in the lowest five per cent in the country and were also well below the average of similar schools. There has been a general decline in standards over the past three years. In the tests for seven year-olds, pupils' performance in reading and writing was well below average; in mathematics it was below average. When compared with similar schools, however, the standard of writing was average and that of both reading and mathematics was above average. Generally, standards have been slightly better in the infants for the last three years; the school attributes last years poor standards in the juniors to the high proportion of pupils with special educational needs in that year group and has put a comprehensive action plan in place to improve the current Year 6. This is having a good effect and standards are rising in English and mathematics in particular. Targets for the current Year 6 are very ambitious, however, and unlikely to be met, despite the improvements seen during the inspection. Standards in physical education are average, in art and information and communication technology above average and in music they are well above average. In other subjects they are below average. In the Foundation Stage of learning, most children are likely to meet the early learning goals¹ in mathematics, language and communication and personal, social and emotional development by the time they are five. Some will meet the goal in physical development but few will meet the goals for creative development or in knowledge and understanding of the world.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are eager to come to school, keen to learn and show a genuine interest in the full range of activities they do.
Behaviour, in and out of classrooms	Good throughout the school and often very good in class. Pupils discuss and agree their class rules each year and are clear about the way they should behave. They are polite, friendly and respectful towards adults and each other.
Personal development and relationships	Very good. Social interaction is good in many lessons. Pupils readily share equipment and take turns. They willingly accept responsibility; the school council members show a mature attitude. The school is a very harmonious community in all respects.
Attendance	Attendance is well below the national average, in the bottom ten per cent in the country. Unauthorised absence is well above the national average. School initiatives, however, are having a good effect in improving

¹ The early learning goals state what children are expected to be able to do by the end of the Foundation Stage or by the time they leave reception classes. The Foundation Stage refers to provision made for children in the nursery and reception classes.

	attendance, but some parents still ignore them and therefore fail in their statutory duty to send their children to school. Some pupils are habitually late.
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TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Good	Satisfactory

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

The teaching seen during the inspection contained a high proportion of good and very good lessons and pupils make satisfactory progress. There was a small percentage of excellent and unsatisfactory lessons. The teaching judgements above are also representative of the work done by children and the progress made over the year in all subjects. The teaching of literacy and numeracy is good, with improving standards. There are particular strengths in the teaching of music, in the paired teaching in Year 6 and in much of the nursery and reception teaching. The teaching of pupils with special educational needs and of those who do not speak English at home is good because of the large number of knowledgeable support staff assigned to them and the planning made by the teachers. In the few unsatisfactory lessons, motivation of pupils and behaviour management resulting in unsatisfactory learning were the main weaknesses.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. The curriculum for infants and juniors is appropriately broad and balanced and meets the requirements of the National Curriculum. The Foundation Stage curriculum is good, owing to a wide range of activities based on the six areas of learning recommended for children under five, particularly in the nursery, though they could be broadened in reception.
Provision for pupils with special educational needs	Good. All pupils, including the visually impaired, are fully integrated into the life of the school and are helped to achieve as well as they can.
Provision for pupils with English as an additional language	Good. Teachers' positive acceptance of a diversity of languages adds significantly to bilingual pupils' ease. They become willing participants in lessons and are keen to express their ideas. Additional support is mainly available in literacy and numeracy lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall, but provision for spiritual development through the curriculum, religious education and collective worship is unsatisfactory. Provision for moral development is well made: children have a proper sense of right and wrong. They are gaining a good understanding of British culture whilst also celebrating the diversity of culture in school and gaining a broad sense of artistic culture through music and art. Provision for social education is very good.
How well the school cares for its pupils	Very good. There is a particularly caring ethos about the school which includes parents as well as all children. Assessment of pupils' work is good and used very well to guide curriculum planning. The school's partnership with parents is very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides very good leadership and clear educational direction to the work of the school in spite of the continued difficulties recruiting staff and the challenging nature of its intake. She is well supported by her deputy and senior management team. Each co-ordinator shows a strong commitment, though some are inexperienced in the role.
How well the governors fulfil their responsibilities	Satisfactory. Governors are supportive of the school and conscientious in undertaking their duties. They are starting to monitor provision more closely through their involvement with individual classes. All statutory requirements are fully met, except that for ensuring that a daily act of collective worship takes place.
The school's evaluation of its performance	Good. The headteacher and core subject co-ordinators monitor and evaluate teaching of all staff and learning has improved in consequence. The results of the National Curriculum tests were analysed and procedures put in place accordingly. This is having a good effect on the raising of standards.
The strategic use of resources	Satisfactory. All grants are used for their specific purpose, but there is some inefficient use of teaching resources as curriculum plans do not fully indicate where and how they should be used. The school follows procedures to obtain best value.

The number of teachers to teach the National Curriculum and religious education is adequate, but a significant number have teaching qualifications not recognised in this country or are temporary. The turnover of staff in the last three years has been very high so it is difficult to maintain curriculum continuity. The large number of support staff work well with teachers and make a good contribution to pupils' learning. The accommodation is good, with recent improvements; the site is well cared for and is free from litter and graffiti. The school is well resourced in most subjects, though barely satisfactory for some areas of learning in reception, particularly those relating to physical development, the development of knowledge and understanding of the world and creative development.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • School music. • Attitudes and values promoted by the school, especially regarding social development. • The ease of communication with the school. 	<ul style="list-style-type: none"> • The arrangement of the split year class (1/2). • Specific help for children with statements of special educational need. • Arrangements for swimming. • The variety of homework.

Inspectors agree with all the positive comments parents made and that a greater variety of subjects set for homework would be an improvement. At present, most homework is based on the development of literacy or numeracy, though there is variety within these bounds. They understand the concerns over swimming arrangements but there is little the school can do within the constraints of both the timetable and the travelling. The local authority is responsible for specific help for children with statements of special need. Inspectors do not agree with parents' concerns over the mixed age class. On the contrary, they found it to work very well.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The school's performance in the National Curriculum tests for 11 year-olds in 2001 was poor, in the lowest five per cent of the country in English, mathematics and science. Over-ambitious targets were not met. When compared with schools of similar intake, performance was also well below average and there has been a steady fall over the last three years. 1999 was an exceptionally good year, with a high proportion of above average pupils. In 2000, the school's results were more typical of years since the last inspection, being below the national average. Science results have usually been better than English and mathematics, but in 2001, dropped very sharply. There is no significant difference between the performance of boys and girls. The reasons given by the school for the results in 2001 were the high number of pupils with special educational needs and the disruption caused by mobility of staff while these pupils were in the juniors.
2. In the national tests and teacher assessments for seven year-olds, pupils' performance in reading and writing was well below average; in mathematics, it was below average. When compared with similar schools, however, the standards of reading and mathematics were above average; that of writing was average. In this particular year, boys did slightly better than girls, but over the last three years, there has been no significant difference. In the teacher assessment of science, pupils' performance was below the national average.
3. Standards in the infants have historically been better than the juniors and continue to be so. This is attributable to a stable, well qualified teaching staff and the good start that pupils are given in the Foundation Stage. During the inspection, standards seen were below average in both key stages in all three core subjects, which is an improvement in Key Stage 2 from the very low standards achieved last year. In English, the standard of reading for 11 year-olds is average, but writing is below; speaking is average and listening is above average. A large number of seven year-olds do not speak English at home, and this restricts their spoken English in school. Nevertheless, the standard of speaking is also average and pupils listen well. Their standard of reading is average, but that of writing is below.
4. Although standards of English are below average throughout the school, those of basic literacy are generally in line with expectation for children this age, due to the good and often very good teaching they receive, as a result of teachers' own training. It is also due to the positive impact of the literacy hour and the good attitudes and behaviour of the children. Teachers encourage the development of literacy well in the dedicated lessons. They plan for pupils to discuss ideas with their 'talking partners' and to work in small groups frequently. This increases pupils' vocabulary and enables them to converse on specific topics and follows up the good attention paid to speaking and listening in the nursery and reception classes. This is an improvement in standards over last year and there are good indications that they will be higher at the end of this academic year than in 2001. It is unlikely that the school's targets will be met, however, because they were unreasonably high, given the prior attainment of the pupils in Year 6. The school's more realistic targets are more likely to be achieved.
5. Pupils' reading ability and knowledge of books is below average on entry and they do well to achieve average standards in reading by the end of both key stages. These achievements are commensurate with their ability and show that their language barrier is being steadily overcome. The good emphasis placed on consolidating and building upon phonics work done in reception and the support for bilingual pupils who do not speak English at home enables reading skills to develop well, so that by the end of Year 6, pupils read with sound fluency and accuracy, though most bilingual children have less well developed comprehension. Pupils with special educational needs make good progress as a result of the good level of support they receive and targets that are carefully matched to their particular learning needs.

6. The standard of writing is below average throughout the school. Pupils learn to write using a neat, well formed style in dedicated handwriting lessons, but do not use it elsewhere. Consequently, work in other subjects is often poorly written and untidily presented. Although the standard of literacy is average in many aspects, the standard of English used in the school is below average. This is due to a consistent failure to apply literacy skills, especially writing and, to some extent, reading, in all curriculum areas. Teachers' expectations of the standard of writing falls outside the literacy hour and subjects such as science, design and technology, history, geography and religious education are not used to develop pupils' reading and writing to a high enough level. There are too many worksheets and colouring-in activities and too few opportunities to write, for example in the characteristic styles for design and technology and science, or in writing extended pieces to summarise research topics in history, geography and religious education. This restricts the standards achieved in all these subjects, all dependent on good literacy to achieve a higher level.
7. The standard of numeracy is now rising, owing to the work of the numeracy co-ordinator appointed last year, though they will not reach the over-ambitious targets for this summer. The more modest school targets are likely to be met. The standards in Years 2 and 6 seen during the inspection were below average, but improving – particularly in Year 6 – due to better assessment and analysis of results to identify weakness. Number work is the best area in mathematics, but remains below average. Data handling, shape, space and the application of mathematics are well below. Pupils have developed an almost satisfactory skill in mental arithmetic and those of higher ability work confidently with large numbers, using the four rules. The development of higher standards is hampered by pupils' tenuous grasp of mathematical language, which is not good enough to understand the problem and the use of the correct method of solution. This relates directly to the development of the use of English in this subject, too.
8. Standards in science are below average for both seven and 11 year-olds. Pupils in Years 2 and 6 have a sound grasp of scientific knowledge and skills for their age, but their lack of specific vocabulary and the intermittent acquisition of scientific knowledge and skills are responsible for the low standards. The skills of scientific enquiry do not develop well enough throughout the school.
9. Another factor impeding the improvement of standards is the frequent change of staff, particularly in Key Stage 2, where some staff – especially those in Years 3 and 4 – are overseas trained and temporary. This situation has existed for some time; the decline in standards can be traced back to the time when staffing became problematic for the school. Although the school has a good induction course for new teachers, this does not address planning enough. The Qualifications and Curriculum Authority guidance is used by the school but it has not been adapted and made more specific to the school's circumstances. The curriculum plans are not comprehensive enough to enable a new teacher to teach to the correct standard with little or no preparation. Supply and agency staff, who often come in at short notice, do not know what standards they are aiming for, what the pupils have done before and what they will do in the future in a particular subject. However, children who come into school who are new to the English education system follow a very good induction course with a mentor who speaks their own tongue; their parents are also given support by the home/school worker.
10. In all subjects in which knowledge and skills have to be developed year by year and are dependent on literacy – history, geography and religious education - standards are below average. The 'blocking' of certain subjects on the timetable also hinders progression. Standards in design and technology are below average because teachers do not have sufficient subject knowledge. In other subjects which do not depend on literacy, standards are much higher. In physical education, art and music, standards are, respectively, average, above average and well above average. The high standards in music are also as a result of the work of a permanent, well qualified co-ordinator, as is the case with information and communication technology (ICT), where standards are above average. Furthermore, the language of art and music is a creative discipline which transcends limitations of written and spoken language. It is a particular strength of the school's provision .

Pupils' attitudes, values and personal development

11. As found at the last inspection, pupils' attitudes and behaviour are good; their personal development is very good and has a particularly positive effect on their learning, contributing in great measure to their progress. Pupils are eager to come to school, keen to learn and show a genuine interest in the full range of activities they do; they spoke enthusiastically of their enjoyment of the spring concert, for example. They generally work hard in lessons, contribute willingly to discussions and persevere with the tasks that are set, especially when the teaching is stimulating and challenging and the teacher's expectations are high. In a Year 6 mathematics lesson, for example, where pupils were learning about factors, they were interested, listened attentively and concentrated on their work. They contribute their ideas confidently in the plenary sessions of the literacy and numeracy hours. They take very good care of the school environment and show respect for the displays in the classroom and corridors.
12. The behaviour of pupils is good, both in lessons and around the school, similar to the last inspection. Pupils move around the school in a calm and quiet manner. Most are friendly, helpful and respectful towards adults and towards each other. The pupils discuss and agree their own class rules each year and are clear about the way they should behave. Nearly all parents agree that the behaviour of pupils is good. The school has given fixed-term exclusions to three boys in the last year; its policy is to exclude only as the last resort.
13. Pupils make very good progress overall towards becoming increasingly more mature and responsible. Their relationships with each other and with staff are very good. There is good social interaction in many of the lessons. Pupils pair up to work on the computers and are happy to take turns. In a Year 2 spelling lesson, for example, they worked co-operatively, helping each other when in difficulty. Pupils readily accept responsibility. The school council members show a mature attitude. They have initiated changes in the school, such as improvements in school dinners and new playground equipment. The 'playground friends' take care of lonely pupils at break and lunchtimes and the visually impaired pupils are fully integrated into the life of the school. Pupils are tolerant of and respect the views of others. In a Year 4 religious education lesson about Islam, for example, pupils were keen to learn from the Muslim pupils, who acted as experts and gave explanations of Muslim life. The very few incidents of bullying are dealt with swiftly and effectively and are recorded. All pupils feel that the school is a safe place to be. The very few incidents of racist behaviour are nearly always name-calling. The school is a very harmonious community.
14. The attendance of pupils is unsatisfactory and well below the national average. However, initiatives taken by the school have increased attendance from 90.7 per cent to 93 per cent this year. The main cause of absence is the taking of extended holidays during term time, but other factors include significant health problems and pupils staying on roll because the school is not aware that they have moved out of the area. Unauthorised absence is higher than the national average. The school takes a firm line and does not automatically authorise holidays taken in term time, especially when more than two weeks. Parents know this, but still 12 per cent took holidays during the last academic year and four per cent took extended leave, thus failing in their duty to send their children to school. A small minority of pupils is frequently late to school.

HOW WELL ARE PUPILS TAUGHT?

15. About two thirds of all teaching seen during the inspection was good or better. There were three excellent lessons and three that were unsatisfactory. Taking all factors into consideration, especially the work seen in pupils' books and their own expression of what they have learned, teaching is judged to be satisfactory overall in the Foundation Stage and Key Stage 2 and good in Key Stage 1. This reflects the variable quality of teachers' knowledge and understanding, since many of the overseas teachers do not have a good enough knowledge of the National Curriculum.
16. Several agency staff have voluntarily taken on co-ordinators' roles, which shows a strong commitment to the school. They have put in place long-term plans and some assessment for their subject of responsibility. There are, however, no detailed teaching plans which would be helpful in indicating to new or temporary teachers exactly what they had to teach from week to week in sufficient detail to enable continuity of the curriculum. Nevertheless, there is considerable

particular expertise in the school which enables standards in some subjects to be high. The specialist music teacher, for example, is very proficient and pupils' mastery of complicated pieces of music from composers such as Dvorak and Scott Joplin played on recorders and pitched percussion bear witness to this. The standard of art and ICT throughout the school is also high because of good teacher expertise.

17. The standard of literacy and numeracy is improving because of training undergone by many teachers who now have sufficient expertise to teach the Literacy and Numeracy Strategies successfully. The teaching of pupils with special educational needs and those whose first language is not English is good. This is particularly effective when two teachers teach together as a team. In an excellent literacy lesson with the Year 1/ 2 class, pupils learned very well because of the remarkably strong rapport between the two teachers who were able to give full guidance to every child because of their ability to work together to achieve the lesson objectives. The teaching of numeracy is also a strength, particularly in Year 6 where, again team teaching of two classes together is proving most effective. Here, the mathematics co-ordinator leads very well and the two teachers employ very good questioning techniques, give clear instruction and have realistically high expectation. Both literacy and numeracy develop well in the Foundation Stage through very good attention to literacy lessons in reception and the promotion of early literacy skills in the nursery. Adults constantly talk to children and encourage them to talk back about the activities in which they are engaged, such as making 'ladybird' cakes.
18. The development of literacy and numeracy is less good, though still satisfactory, in the lower junior years because of the frequent change of teachers and their inexperience in the Literacy and Numeracy Strategies. The induction process for new staff introduces them to these, but does not give enough help with the detailed planning. Consequently, this is often inadequate to address the needs of the whole ability range in their classes. In many cases, it is the higher ability children who are not challenged enough by the work planned.
19. In the Foundation Stage and Key Stage 1, teachers' expectations are high and they plan work suitable to further pupils' acquisition of skills, knowledge and understanding. However, in Years 3 and 4, teachers do not always have high enough expectation of academic work because of their own inexperience and the lack of comprehensive schemes of work which are detailed enough to enable them and other new or temporary teachers to see exactly where they should be aiming. The exception to this is mathematics where the co-ordinator works very hard to ensure that all the Key Stage 2 teachers now know the levels of the National Curriculum their pupils need to reach each year and by the time they leave school. Assessment is very structured, based on these levels and, as a result, mathematics is improving steadily. An example of the highest expectations comes from the teaching of music, as seen in a lesson with Year 4 who were practising a song. The teacher was meticulous and pressed her singers in rehearsal till they achieved the high standard all recognised. Pupils themselves later rehearsed a different song, directing each other with similar rigour.
20. Most teachers use methods which motivate their pupils and make them eager to learn. Especially good use is made of visual images, such as 'story maps' to enable young children and those who do not speak English at home to assign words to pictures, with questions such as 'How do you know the children are dancing?' or 'Where do you think they are?' Sometimes, new teachers are unfamiliar with particular aspects of the curriculum and they find it difficult to seek appropriate methods themselves. The lack of comprehensive structured planning compounds this problem; often, new teachers do not know what their pupils have already done and need greater guidance. In a junior science lesson on liquids and solids, for example, pupils did not find this particularly interesting nor achieve very well because they were unable to find appropriate words to express in writing what they already knew, since three quarters of the class do not speak English as their first language. The level of achievement was very similar to that expected in the infants and it was obvious from the work samples seen that there is particular difficulty in pitching the level of work in the lower juniors.
21. There is also a problem with the identification and provision of the most appropriate resources since some new staff do not always use those available. In a geography lesson, for example, a very small map was being used, which children could not see; though there were plenty of large

maps about, the brief curriculum plans given to the teacher did not indicate which resources could be used or how. In science, history, geography and religious education, children's books showed little progression of knowledge or particular skills such as those relating to the use of historical evidence or scientific enquiry. This puts a particular pressure on the Year 6 teachers, who have to bridge an impossible gap between infants and juniors, especially in science. Year 6 science teaching is led by the co-ordinator and is of high quality. Pupils work to a good standard during lessons, but this cannot be maintained without the background of scientific vocabulary, patterns and skills designed to be learned in Years 3 to 5. Much of the written work in Year 6 science books was on short topics designed to enable pupils to experience work at the appropriate level before the National Curriculum tests.

22. Permanent staff and new teachers who have settled to the school routines generally match work relatively well to the different learning needs within a class and this greatly benefits pupils with special educational needs, who do very well. Additionally, there is a good level of learning support available in class, which enables such pupils to progress as well as and often better than, their peers. When pupils are withdrawn for intensive support for their learning difficulties, teachers have good expertise in this, although mildly disruptive behaviour is not always handled as firmly as it should be in these sessions. Otherwise, the school provides a very positive learning environment for pupils with emotional and behavioural difficulties.
23. Time is generally well managed in the Foundation Stage and Key Stage 1 and satisfactorily in Key Stage 2. Lessons start on time, class assistants are used well to help children with special needs and in lessons where two teachers teach the class together (Year 6 and Year 1 with the EAL teacher), and this is very well done. Not a moment is lost in most of these lessons and pupils learn very quickly. A particularly notable feature of many lessons with two teachers - or class assistant and teacher - is the way in which they co-operate over assessment of children's work in the classroom, often deciding, as in a Year 1 and 2 literacy lesson, that particular pupils should receive a 'golden award' for their progress during the lesson.
24. All teachers make a point of giving homework suitable for their pupils' age. Spellings, multiplication tables and short exercises to do at home supplement and enhance the impact of teaching. Most homework is related to literacy and numeracy; some parents would prefer their children to have some topic work included and this is another way in which literacy in particular could be developed through history, geography, design and technology and science.

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

25. The school provides a satisfactory curriculum, which is broad, balanced and relevant for pupils in Years 1 to 6. The curriculum planned for children in the Foundation Stage is good, providing a broad range of experiences. It is based on the six areas for learning recommended for young children, with good support for the development of basic skills. Children are prepared well for the National Curriculum and the next stage of learning. As the year progresses, the most able children in reception classes begin to work within the National Curriculum.
26. The curriculum for pupils in Years 1 to 6 meets the requirements of the National Curriculum satisfactorily. The school responds to its particular circumstances by placing considerable emphasis on the teaching of literacy and numeracy and this is promoting rising standards in these key areas. Children in the Foundation Stage - nursery and reception - who are at the early stage of learning English are given good support by bilingual assistants and by the ethnic minority achievement grant teachers. Through such good provision the school ensures that these pupils have equality of opportunity to take advantage of the curriculum experiences that teachers provide.
27. The allocation of curriculum time to individual subjects is satisfactory. However, the school's adherence to a 'blocking' system for history, geography and design and technology makes it difficult to maintain continuity. Aspects of these subjects suffer as a consequence; there is little evidence that map work in geography is covered to a sufficient depth, for example. The alternate

blocking of subjects on a termly basis leads to a fragmentary experience, as in design and technology and adversely affects progression in the development of knowledge, understanding and skills.

28. The quality of the curriculum has continued to improve since the last inspection, particularly in the provision for English and ICT. The school has successfully adopted the strategies for teaching the basic skills of literacy and numeracy. The National Literacy Strategy is securely established with good practice evident throughout the school. However, these basic skills are not yet fully transferred or exploited in the wider curriculum where pupils struggle, for example to write up an experiment in science. The school successfully implements the National Numeracy Strategy. This has a positive effect upon raising standards in mathematics. Many pupils have secure number skills. However, the application of these skills is sometimes constrained by restricted language skills, especially for younger pupils when mathematical tasks are expressed in sentences, leaving pupils in a quandary as to which method to use. The good use of numeracy skills is evident in ICT.
29. Planning of the curriculum is satisfactory. The school produces a curriculum map that provides an overview of what is to be taught to each year group. It has scant detail however, so that it is sometimes unhelpful for ensuring appropriate coverage of subjects, particularly design and technology and art and design, particularly to new teachers. Some subjects, such as ICT, have adopted national guidance for planning pupils' work, but this has not always been adapted to suit the school, particularly in clear structured planning for new or temporary teachers to follow easily. The development of cross-curricular links, especially in literacy needs to be strengthened.
30. All pupils have equality of access and opportunity to the curriculum. This is a highly inclusive school that takes appropriate account of pupils' ages, attainment, gender, ethnicity and educational and social needs. The opportunities provided for pupils with special educational needs are good and the school implements the code of practice fully. Pupils on the register are set appropriate focused targets in their individual education plans, which provide very good information for class teachers. They contain targets which are specific and measurable, along with very useful suggestions for class teachers and support staff; individual roles and responsibilities of each member of staff involved with the pupil are clearly defined. The support given in school for pupils with statements of need is good. Two pupils in Year 6 did not take National Curriculum tests because they are refugees with little English.
31. The programme for extra-curricular activities is very good at present. The range of activities include such clubs as those for homework, music and sewing. Other opportunities, including football, are available through the school's association with Queens Park Rangers Football Club and many pupils take advantage of this. The school runs a dance club through its link with Paddington Arts. From within the school's own community, a grandfather teaches Albanian. The curriculum is enhanced by a programme of visits outside school, including an annual residential visit and a range of visitors to the school that has included, for example, an artist in residence, a Shakespeare theatre group performing for the pupils and a storyteller. The school has good links with its primary neighbour – a beacon school – whence it has drawn examples of good practice to apply at Edward Wilson, such as the very successful team teaching in Year 6.
32. The overall provision for pupils' spiritual, moral, social and cultural development is good. The aims and ethos of the school strongly promote the moral and social development of pupils. 'Circle Time' and the personal, social and health education programme give good grounding to moral and social development. However, there is no coherent cross-curricular programme with all the components clearly mapped out. The assembly programme is not sufficiently formed to enhance pupils' spiritual development.
33. Provision for pupils' spiritual development is unsatisfactory, as it was at the last inspection. Assemblies fail to offer pupils consistent opportunity to reflect on values and beliefs. The school does not meet the requirements for a daily act of collective worship and is not taking the full opportunity to explore the spiritual dimension of curriculum areas, including religious education, despite the willingness of pupils from diverse religions to speak to each other on the subject.

34. The provision for moral development is good and for social development very good. It is an area of high awareness and permeates every aspect of school life. The calm and purposeful learning atmosphere is felt throughout the school. The expected high standards of good behaviour are well known to all members of the school community. They provide a clear moral code and are consistently applied. All teachers conduct 'Circle Time' sessions where pupils reflect on values such as honesty, fairness and co-operation. They are encouraged to think through the consequences of their own and others' actions. Relationships between staff and pupils and between pupils themselves are very good and staff are good role models. The school takes care to gain the views of pupils and provides many opportunities for pupils to engage and contribute to the life of the school. They act as lunchtime monitors, for example, as 'Playground Friends' who look after the lonely children and participate in a dynamic school council. The school considers it important for pupils to experience events outside the school domain and has good links with the local community. They participate in fund raising activities, for example, and Year 6 pupils help members of the community at harvest festival, where they serve tea, and sing for the local elderly. The Junior Citizen programme helps pupils gain independence to prepare them for secondary school. Pupils' personal and social skills are further enhanced in a residential visit in Year 5 to an outdoor centre in Surrey and by the wide ranging extra-curricular provision.
35. The provision for cultural development is good. Pupils make visits to places of cultural interest, such as theatres, Chelsea Physic Garden and the Kew Public Records Office. The school promotes respect for cultural diversity with notices and signs in different languages throughout the building. Assemblies celebrate the festivals of major world religions. The Unicorn Theatre worked on a project of home stories from different cultures and made a wall hanging to promote cultural understanding. Pupils participate in the Warwick Estate Festival, the Notting Hill Carnival and the Regents Canal Festival. Cultural development is very well promoted through the school's music curriculum and visiting musicians. However, curriculum time for art is restricted - although a focus week has been held - and scientific and technological culture are both sparsely addressed.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. The school provides very good care and support to its pupils. Pupils feel safe and secure in a caring, harmonious and well-ordered environment. They described their school as 'happy', 'joyful', and 'enjoyable' when asked. They are confident that there is always at least one person they can go to if they have concerns. Sometimes, for example, refugee children and their parents do not want to leave the school when they are offered housing in another area. The frequent new staff are quickly absorbed into the caring and supportive ethos of the school. Teacher assistants and midday supervisors contribute well to the calm ethos. They liaise well with teachers, playing a very valuable role. The school is participating in the 'Healthy Schools Project' which encompasses many aspects of school life. A drug education policy has been completed, for example, and a healthy eating week has taken place with the involvement of parents and the school kitchen.
37. Health and safety procedures are secure. The school records and monitors all of the actions it takes in connection with health and safety. Risk assessments are carried out. The electrical and physical education equipment is checked annually, fire drills are carried out and there are appropriately trained first aiders. The school has effective child protection procedures. Two people are fully trained, staff are aware of the procedures and they are updated regularly.
38. The educational and personal support and guidance overall is good. Teachers monitor personal development. They record progress in qualities such as co-operation, participation and homework. The annual reports to parents give detailed information on personal development through the year. Pupils also write their own targets for improvement. Targets for numeracy and literacy are at the front of their books and pupils are made aware of their progress. These are reviewed regularly. However, the high turnover of teachers has some detrimental effect on the ongoing record-keeping and review of pupils' targets.
39. The school has very good procedures in place to promote good behaviour, embraced by an assertive discipline approach. Pupils fully understand the system and learn to take responsibility

for their actions. Each class establishes its own classroom rules and rules for the playground are on display outside. Good behaviour and attitudes are recognised in many ways throughout the school, for example golden tickets in the playground and stickers in the classroom. Pupils value the reward system. If pupils misbehave badly, parents are involved in resolving the situation. The home/school worker makes a valuable contribution as she liaises with parents about their children's welfare. The school uses outside agencies and community organisations effectively to support families with difficulties. The 'Inspire' Church Group has run two projects with a group of pupils to raise their self-esteem. As a consequence, one group took a successful assembly in different languages.

40. Behaviour and social interaction, including bullying and harassment, are discussed in assemblies, at 'Circle Time' and in the personal, social and health education lessons. Incidents of bullying are dealt with promptly and parents are involved where appropriate. The school provides an environment where pupils are comfortable to tell their concerns and believe they are listened to.
41. Procedures for monitoring and improving attendance are good. The home/school worker meets office staff weekly. Unexplained absence is followed up consistently and quickly. The school knows family circumstances very well and liaison with the Educational Welfare Officer is good. He has attended parents' meetings to discuss attendance and punctuality issues. The school makes it very clear to parents that attendance at school is expected. They understand that their child can be taken off roll if they take extended holidays in term time. Letters home to parents regarding attendance and punctuality are translated into the main home languages. The home/school worker works with families where attendance and punctuality is unsatisfactory. A system of rewards for pupils and classes for good attendance is in place. All of these initiatives have resulted in an improvement of attendance this year. However, a significant number of parents continue to disregard their responsibility and take holidays in term time.
42. Very thorough assessments of pupils' attainment and progress are applied to literacy and numeracy; for the remainder of the curriculum, such arrangements, including their use in the planning of further work, are good. Assessment of children under five in relation to the early learning goals is very good. Records provide sufficient information to report attainment and progress to parents annually. Statutory reporting requirements are met.
43. In both key stages, teachers effectively use assessment data in core subjects to plan work to increase pupils' ability. Teachers communicate their learning objectives to pupils and assess their achievement at the end of the lesson. This helps pupils to understand how well they are doing and how to improve. The school draws data from a variety of sources, building up its own database. National assessment tests at the end of each key stage are supplemented by optional tests in Years 3, 4 and 5. The school records individuals' results so it can track their progress as well as that of year groups, the outcome of which produces individual target setting in English, and lately also in mathematics. This is therefore effective in supporting learning and progress daily. Assessments feed planning and critical information is passed on from year to year, and class to class, giving guidance on the level of pupils' attainment and their targets.
44. In many subjects, assessment is made at the end of units, as in science, ICT, history and geography. This data, however, is not yet added to the school's manual database. Because it is not yet put onto computer, it is not easy for the school to store and analyse data on, for example gender and ethnicity, to sharpen the school's ability to focus support better after meaningful analysis. The management and co-ordination of assessment is currently overseen by the headteacher. She is very well organised and cognisant of the difficulties caused by staff changes in recent times. In Key Stage 2, temporary and new teachers, as yet unfamiliar with the National Curriculum, have difficulty with the first assessment of what pupils know and understand and with the planning that follows, but they soon become familiar with it. The co-ordinator's action planning to meet these difficulties is coherent. She seeks to develop moderation of teacher assessments further through checking and agreeing levels. A more comprehensive collection of pupils' work-samples, such as that started in science, would help the school underpin its good systems.
45. The school has good systems for identifying pupils with special educational needs and makes

appropriate use of a range of external specialists in assessing and supporting pupils' particular needs.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. Parents are very satisfied with the school. Most thought that the school is well led and managed, that it is welcoming and the staff accessible and that their children are making good progress. The degree of satisfaction was slightly less with the amount of homework set, the range of activities outside lessons and the expectations that children will work hard to achieve their best. Inspection evidence found that, generally, the right amount of homework is set and that teachers' expectations overall are satisfactory. Inspectors judged that the range of extra-curricular activities is very good for children of this age.
47. The school has very effective links with parents. The headteacher and staff are readily available to parents to exchange information and listen to any concerns. Formal opportunities occur each term for parents to meet the teacher and gather information about their children's progress. At the Autumn meeting, the school also goes through the home/school agreement with parents and explains the curriculum for the year. The annual reports to parents are very good. They give very good details of children's progress, clearly saying what they have done and how well they have done it. Personal and specific targets are given for all core subjects which say what children need to do to improve. Parents are invited to comment. The information for parents is good. They receive regular Newsletter and information on what children will be studying each term. Special induction packs are available for new refugee children in 12 languages and important letters home are translated into the home language. Parents and teachers are available to translate when required, to ensure that all parents fully understand what the school wishes to communicate to them.
48. The school has a close relationship with parents of pupils with special educational needs. They are involved from the beginning when their child is believed to have special educational needs and are consulted throughout and attend meetings such as annual reviews of individual education plans. Parents contribute to their children's targets and receive advice on how they might contribute at home to the behavioural targets on their individual education plans.
49. The home/school worker offers support to families and liaises with parents over behaviour and welfare issues. She establishes contacts with secondary schools to support the Year 6 transfer. A weekly coffee morning is held for parents, where a variety of subjects are discussed in, for example, health talks, curriculum workshops, parenting discussions and informal contact with the headteacher, the home/school worker and members of the teaching staff. In addition, the school has provided courses for parents, including family literacy and numeracy, sewing, exercise and video production. Access is provided to a refugee liaison worker and a refugee counsellor.
50. The impact of parents' involvement on the work of the school is satisfactory. There is satisfactory attendance at parents' evenings and good attendance at termly concerts and class assemblies. Parents help with special events such as religious festivals. An attractive banner representing the school was made at the coffee morning and hangs in the school entrance. Parents have produced a video about life in a Westminster school. They run a toy library and the Arabic and Albanian clubs after school. However, not all parents make use of the home/school diary for junior children.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The headteacher provides very good leadership and clear educational direction to the work of the school. Her clarity of vision and capacity to take appropriate action makes for a school that is effective in spite of the continued difficulties recruiting staff and the challenging nature of its intake. Staff morale is high and there is a strong, shared commitment to improving further.
52. The school is well managed and runs smoothly from day to day, providing a secure and harmonious atmosphere in which to learn. The deputy headteacher and other members of the

restructured senior management team are effective in supporting the headteacher. However, the co-ordination of a number of subjects is undertaken voluntarily by temporary staff, who put in a good deal of energy but often lack subject specialist knowledge. They are not able, therefore, to take on some of the responsibilities typically undertaken by middle managers and this throws greater responsibility on the headteacher and her deputy. Special educational needs is co-ordinated very effectively by the deputy headteacher, who closely monitors pupils' progress and introduced substantially improved systems since the last inspection. The school rightly identifies in its improvement plan the need to take action in the coming months to implement fully the revised code of practice for special educational needs.

53. The school's work is defined effectively through a number of policies and the school improvement plan identifies appropriate priorities, which concentrate on raising standards. Very good use has already been made of links with a local beacon school and the headteacher is most active in seeking external specialists who have the necessary skills to help the school to raise standards. There are regular management meetings and communication between staff is strong. The school is working towards Investors in People status and this reflects the involvement of staff, pupils and parents in evaluating and raising the school's performance.
54. The governing body is supportive of the work of the school; its members are kept well informed by the headteacher and are appropriately involved in developments. There are a number of committees where governors consider details of the school's work and, recently, some governors have begun to monitor provision more closely. The governors' monitoring role is effectively promoted by links that have been established between individual governors and particular classes. Most statutory requirements are fully met but the governing body does not ensure that there is a daily act of collective worship.
55. Coherent systems for monitoring the school's work enable the headteacher to track closely the work of individual teachers and identify areas needing development if standards are to rise. Whereas ten per cent of teaching was found to be unsatisfactory in the previous inspection, nearly all teaching was at least satisfactory in this inspection and much was good. This shows the amount of work that has gone in to supporting teachers new to the school and, indeed, to the country. Lesson observations are conducted regularly by the headteacher, using specific criteria for judging the effectiveness of teaching and learning. Lesson observations have also been conducted by the mathematics and literacy co-ordinators, by the Foundation Stage co-ordinator and the teacher who acts as mentor to newly qualified teachers. The headteacher and the deputy also monitor teachers' planning and other aspects of their work. The substantial amount of monitoring gives senior managers ample information from which to evaluate the school's effectiveness and identify new developments. It also puts the headteacher in a position to take action in remedying any weaknesses.
56. Financial planning is linked well to the school's priorities for development. The money provided for the funding of special educational needs and that designated for other specific purposes is used appropriately. Good use is made of the expertise to be found amongst the staff and accommodation is used well. Not all teachers use the school's learning resources as much as they might to support pupils' progress. Non-teaching staff and administrative staff make a major contribution to the school's effectiveness. The school makes very good use of new technology to support pupils' learning and is making increasing use of computers in its administrative systems. Financial control is good and governors are appropriately involved in monitoring the impact of spending decisions. The school seeks to achieve best value in all aspects of its work.
57. The number of teachers to teach the National Curriculum and religious education is adequate. However, a significant number have teaching qualifications not recognised in this country or are temporary. The turnover of staff in the last three years has been very high. The school has a strong commitment to staff development for teaching and non-teaching staff which is linked to priorities in the school development plan. However, the high mobility of staff causes a need for frequent in-service training. The school is in the second year of performance management for teachers and targets are again linked to the school's priorities. The school has effective induction arrangements for all new staff, though occasionally, procedures slip when teachers do not start at

the beginning of a term. The number of support staff is high and the school deploys them well to assist in class. They work well with teachers and make a good contribution to pupils' learning.

58. The accommodation is good, with recent improvements, such as a new ICT suite, refurbishment of the school library and new toilet facilities. Two more classrooms have been developed as the number of pupils has risen. The school successfully maintains its buildings, funded as far as the budget allows. The site is well cared for on a day-to-day basis and is free from litter and graffiti.
59. The school is well resourced in most subjects, with adequate resources in geography, history, and physical education. In both the nursery and reception, the resources are good for communication, language, literacy and mathematical development. However, they are barely satisfactory for other areas of learning in reception. There is a good range of non-fiction books in the library, but dual-language books are kept elsewhere. Resources are well stored and accessible.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60. In order to raise standards, the headteacher, senior management team and governors should:
- (1) minimise the adverse effect of frequent changes of staff on the continuity of the curriculum by providing comprehensive plans which will enable new staff to teach their classes with efficient preparation (paragraphs 9, 16, 18, 20, 29, 44, 86, 101);
 - (2) improve standards in English, mathematics and science by:
 - developing literacy skills, particularly writing, in all subjects (paragraphs 6, 20, 99, 114, 129);
 - developing data handling, shape, space and measure, and application of mathematics (paragraphs 7, 70, 105, 106, 108, 127, 128); and
 - ensuring progression of knowledge and skills, especially those of scientific enquiry, particularly in the lower juniors (paragraphs 8, 21, 35, 77, 79, 87, 116);
 - (3) improve standards in design and technology, geography, history, and religious education by:
 - ensuring that a progressive scheme of work is in place for these subjects (paragraphs 27, 126, 127, 139, 153);
 - improving teacher expertise (paragraphs 10, 21, 130, 135);
 - using these subjects as a vehicle for the development of literacy (paragraphs 6, 10, 24, 129, 134); and
 - developing skills when the subjects are blocked (paragraphs 27, 29, 139);
 - (4) improve provision for spiritual development by:
 - producing a curriculum plan identifying opportunities to develop spirituality (paragraphs 33, 145, 153);
 - making more use of children's intrinsic spirituality (paragraphs 13, 33);
 - ensuring a daily period of reflection on values and beliefs (paragraphs 32, 33); and
 - ensuring a daily act of collective worship takes place (paragraphs 33, 54);

When forming their action plan, the governors should consider the following minor issues:

- improve the breadth of the curriculum in the reception class regarding creative development, knowledge and understanding of the world and physical development (paragraphs 78, 79, 87, 88, 89, 90, 91, 92, 93); and
- continue the good work being done to improve attendance (paragraphs 14, 41).

THE UNIT FOR VISUAL IMPAIRMENT

61. This unit makes very good provision for a small number of pupils who receive intensive, specialist support whilst integrating successfully into mainstream classes. It was opened in September 2001 and, at present, caters for two pupils. There is a small withdrawal room with some specialist equipment, but pupils spend most of their time in their classes.
62. As a result of the good support they receive in class and the very good specialist withdrawal teaching, these pupils make good progress. One, observed closely during the inspection, is working above national expectations and gaining key skills for the management of his visual impairment. Practising his keyboard skills, he knows the location of most letters and can find them quite quickly. He has already mastered grade one in Braille and is now learning complex contractions and abbreviations for grade two. He knows many word signs and is gaining an understanding of spelling rules for use in Braille.

63. Teaching by specialists for visual impairment is of very good quality. In a lesson during the inspection, planning was very well matched to the pupil's needs and offered a variety of learning activities. The pace was fast and the teacher made it clear that every moment counted. This contributed to the pupil's very good attitudes to learning and his keenness to succeed. He revealed an independent, enthusiastic attitude to new tasks and relished challenge. The teacher modelled very clear speech, articulating words very clearly and conveyed high expectations throughout. A very good scheme of work has been developed for the two pupils in the unit, their needs are thoroughly assessed and meaningful targets are set. Planning by class teachers shows very close liaison between the specialist teachers and other staff involved with these pupils. As a result, work done in the withdrawal sessions contributes significantly to the progress visually impaired pupils make in class and learning support assistants are well informed about how best to serve their needs when they work alongside other pupils. Parents are fully involved in setting targets for the individual education plans and reviewing progress.
64. The school is gradually developing its resources for visual impairment with the intention of Edward Wilson Primary School becoming a resource centre for the teaching of such pupils in the area. Liaison is already very good with other agencies. The RNIB, for instance, was involved in the assessment of a pupil and a mobility officer has been into school to assess the needs of current pupils. A Braille club provides opportunities for other pupils, most notably the brothers or sisters of visually impaired pupils, to gain skills and understanding of this disability. The walls have been painted a lighter colour, for example.

THE PROVISION FOR AND STANDARDS ACHIEVED BY PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE

65. The provision that the school makes for pupils who do not speak English at home is good, which is an improvement since the last inspection. They receive good quality teaching from the additional support staff and make progress and attain standards that are generally similar to their peer group, which is smaller than their own. Those who join during the school year, having no previous schooling in this country and knowing little or no English, make good progress.
66. Nearly 70 per cent of pupils are from ethnic minority families where English is not the home language. Although the most have satisfactory to good understanding of English, there is a significant number who are still at the early stages of acquiring fluency in English, particularly younger children. Many join and leave the school during the school year. These pupils are mainly from minority ethnic groups. Some pupils are literate in languages other than English and have some experience of schooling. Others are refugees and asylum seekers who often have an early experience of trauma. This presents a challenge to which the school responds well, adopting a range of methods to give pupils as much support as the school resources allow.
67. The school receives an Ethnic Minority Achievement Grant and adds extra funds from the school budget to provide support. It spends the money wisely and to the best advantage of pupils. Currently two point five full time equivalent teachers provide support. All staff work very closely together and the headteacher effectively co-ordinates the service within the school in the absence of the co-ordinator who is on maternity leave.
68. The school has clear aims and procedures to ensure that all pupils have full access to the curriculum. Pupils have been assessed and their stage of language acquisition has been determined and recorded. New arrivals to school receive support through adults who can speak their tongue. All pupils who are in the early stages of acquiring fluency in English from Nursery to Year 5 receive additional support. They are taught in the same groups as pupils who have special educational need. This is currently a satisfactory arrangement. Support teachers are aware of the needs of the pupils who are learning English as an additional language and provide appropriate challenges within groups. The school is keeping a watchful eye on this newly introduced system through assessing pupils' progress and attainment every term. Pupils are moved in and out of groups depending on their progress.

69. The quality of support teaching is generally good. Staff have high expectations and pupils are very responsive to the teaching provided. They are generally enthusiastic and highly motivated learners. Very successful methods, such as repetition of key vocabulary, modelling of correct answers and presentation of work with a strong visual content are used to support pupils. One teacher, for example, had a box of artefacts such as boots, book, hat and a carton of juice, when pupils were writing stories about 'our imaginary journey' and discussed the need of taking these objects with them. The teachers check pupils' understanding of vocabulary before they are asked to start their independent tasks. In Year 5, the support teacher described the 'Minotaur' using pictures and appropriate vocabulary. Teaching points are reinforced to ensure pupils fully understand the text. Teachers generally use questions effectively, both to check on understanding and to develop learning. This leads to pupils' good achievement.
70. Pupils' learning is helped by the opportunities afforded them to work with peers (monolingual as well as bilingual). However, this is not always the case within classes. Pupils who have a satisfactory knowledge of English and can manage day-to-day work are not given additional support. These pupils are in classes where teachers are temporary and unqualified and do not have knowledge and understanding of how bilingual pupils learn. This hinders progress and many high ability pupils do not attain higher National Curriculum levels at the end of Years 2 and 6. In one lesson in Year 3, one pupil could not find the vocabulary to explain that a two-dimensional shape has two faces but was able to explain through gestures. The teacher did not pick up this need of repeating, reinforcing and checking pupils' understanding of vocabulary.
71. Staff with expertise in teaching these pupils work closely with class teachers. They plan teaching together and share taking lessons. This provides a good model to staff that are new to the school and are still learning to manage the needs of pupils who speak English as an additional language. Pupils are taught within classes and are sometimes appropriately withdrawn for particular specialist teaching. Teachers' positive acceptance of a diversity of languages adds significantly to bilingual pupils' ease. They become willing participants in lessons and are keen to express their ideas.
72. The school monitors and measures pupils' progress termly and uses the information to set and revise targets. All assessment data is analysed and information gained is used to improve standards. The school has started 'booster classes' to combat underachievement.
73. Pupils receive a broad and balanced curriculum and take part in all school activities. However, the additional support is provided in mainly English and mathematics in Key Stage 2 classes. As a result pupils' progress and attainment in other areas of the curriculum remains low. The school is successful in providing a curriculum that reflects a positive attitude towards other cultures and languages. Pupils are presented with good opportunities to gain confidence through the celebration of festivals such as Diwali, Eid and Christmas. The study of world religions, music, art, dance, geography and history all contribute to develop pupils' self-esteem. There are many bilingual books to encourage pupils to practise reading in the language they speak at home. Pupils also write in them, which encourages them to maintain and extend their expertise there. However, the books are all tucked away in the reading room and do not receive pupils' attention as they would if they were displayed in more prominent areas. There are many signs and notices in languages other than English and this gives a sense of pride in their cultural heritage.
74. The quality of pastoral support and care given to pupils is high. They are well integrated in school life and are very well cared for. The school runs a weekly coffee morning for parents, where they have opportunities to discuss school activities and the curriculum. They are also given suggestions and ideas on how to support their children with homework. Mutual respect and tolerance of others' feelings, values and beliefs, underpin the good relationships within the school.
75. The school has developed effective ways to involve parents who do not speak English with their children at home. When necessary, important information is translated; both pupils and parents are used as translators and interpreters at parents' meetings to inform them about their children's progress and attainment.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	68
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	10	33	19	3	0	0
Percentage	4	15	49	28	4	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	50	304
Number of full-time pupils known to be eligible for free school meals		192

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	3	65

English as an additional language

	No of pupils
Number of pupils with English as an additional language	198

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	58
Pupils who left the school other than at the usual time of leaving	42

Attendance

Authorised absence

	%
School data	6.8

Unauthorised absence

	%
School data	2.4

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	17	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	16	16
	Girls	20	22	23
	Total	32	38	39
Percentage of pupils at NC level 2 or above	School	73 (59)	86 (66)	89 (78)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	16	16
	Girls	22	23	22
	Total	38	39	38
Percentage of pupils at NC level 2 or above	School	86 (59)	89 (72)	86 (69)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	16	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	4	10
	Girls	6	9	9
	Total	9	13	19
Percentage of pupils at NC level 4 or above	School	30 (66)	43 (59)	63 (90)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	6	10
	Girls	9	9	10
	Total	13	15	20
Percentage of pupils at NC level 4 or above	School	43 (55)	50 (59)	67 (76)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	12
Black – African heritage	17
Black – other	6
Indian	12
Pakistani	8
Bangladeshi	38
Chinese	0
White	57
Any other minority ethnic group	97

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)	19.4
Number of pupils per qualified teacher	15.9
Average class size	27.5

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	280.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	30
Total number of education support staff	4
Total aggregate hours worked per week	102
Number of pupils per FTE adult	7.1

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	16
Number of teachers appointed to the school during the last two years	7
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	8
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	1	0
Black – African heritage	2	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	2000/2001
	£
Total income	991235
Total expenditure	930102
Expenditure per pupil	2760
Balance brought forward from previous year	64821
Balance carried forward to next year	125954

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	302
Number of questionnaires returned	107

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	22	2	0	0
My child is making good progress in school.	57	36	6	1	1
Behaviour in the school is good.	65	27	2	3	3
My child gets the right amount of work to do at home.	52	30	7	2	6
The teaching is good.	64	29	3	0	5
I am kept well informed about how my child is getting on.	59	29	8	2	1
I would feel comfortable about approaching the school with questions or a problem.	64	30	3	0	2
The school expects my child to work hard and achieve his or her best.	64	22	6	3	3
The school works closely with parents.	58	30	7	1	5
The school is well led and managed.	63	31	2	1	2
The school is helping my child become mature and responsible.	56	32	7	0	5
The school provides an interesting range of activities outside lessons.	56	31	6	5	4

Other issues raised by parents

- An English girl's parent is concerned about the amount of time spent on children who do not speak English at home.
- The mixed age class Year 1/2.

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

76. The nursery provides places for 60 children, most of whom attend full time. The vast majority of children in the two reception classes have moved up from the nursery, with two intakes, in September and January. Only a small minority of children enter the reception classes with no pre-school educational experience; most come up from the nursery having already made good progress towards the early learning goals². Two children in the nursery are identified as having special educational needs and most children both in the nursery and in reception classes do not speak English at home. A significant minority are the children of refugees or asylum seekers. The initial assessment of children when they enter the nursery shows that their attainment is below average and many are at early stages of learning English.
77. By the end of the Foundation Stage, most children are set to achieve the early learning goals in communication, language and literacy, in mathematical development and in personal, emotional and social development. Both boys and girls achieve well in these areas of learning. Their achievement is not so good in knowledge and understanding of the world, in physical development and in creative development. As a result, most children are not likely to have mastered all aspects of the early learning goals in these other three areas of learning by the end of the Foundation Stage. Children are prepared well for their next stage of education through careful attention to the acquisition of basic skills in the Foundation Stage and they achieve well when their attainment on entry is taken into account.
78. The quality of teaching is satisfactory overall. It is good overall in the nursery, where some very good teaching was seen. It is also good overall in reception, where one lesson observed was excellent but some unsatisfactory teaching was also evident. Three of the four teachers in the Foundation Stage are teachers from overseas employed temporarily through a teaching agency. Despite some unfamiliarity with the English education system, the best teachers have a deep knowledge of how young children learn. These teachers have consistently high expectations and pay careful attention to children as individuals. Nursery nurses and support assistants are effective - sometimes very - in supporting teaching and learning. They contribute significantly to children's personal, social and emotional development and to the development of their communication skills. Teachers generally plan well for communication, language and literacy, for mathematical development and for personal, social and emotional development. There is also good planning in the nursery to ensure the inclusion of a range of activities that promote the other areas of learning. In the reception classes, more attention needs to be given to ensuring children have sufficiently broad experiences suited to their age and stage of development. At present, the curriculum is rather too academic for children of this age and does not wholly reflect national guidance. Children's learning is satisfactory overall, but with variation from class to class, which is a direct reflection of the quality of teaching. They quickly develop very positive attitudes to school and respond often with enthusiasm to the various activities that are provided for them.
79. An overseas teacher, who is also a member of the school's senior management team, has fulfilled the role of Foundation Stage co-ordinator for the last two years. She provides dynamic leadership and her work has enabled the school to make good progress on the key issue from the last inspection, which concerned provision. She monitors the work of other teachers and has provided a significant amount of support in the reception class where teaching is unsatisfactory. There is a good awareness of areas that need further development before she and two of the other overseas teachers leave at the end of this term. Most importantly, assessment systems are not yet adequate and children in reception classes receive insufficient challenge in their physical development and lack opportunities to develop creatively. Activities are not consistently matched

² The early learning goals state what children are expected to be able to do by the end of the Foundation Stage or by the time they leave reception classes. The Foundation Stage refers to provision made for children in the nursery and reception classes.

to their prior attainment in knowledge and understanding of the world. Consequently, learning in these areas is restricted.

80. Assessment has been developed in the nursery and provides a good amount of detailed information on what children can do, though record keeping is considerably better in the nursery. Assessment needs to be developed further and particularly in the reception classes, to provide detailed records across all areas of learning and to ensure appropriate targets are set for children beyond those already identified. The Foundation Stage is well resourced, especially for those areas of learning where achievement is good and the classrooms provide stimulating environments in which to learn. There are some very good displays in the corridors in the nursery that celebrate the wide range of cultures from which children come.

Personal, social and emotional development

81. By the end of the Foundation Stage, most children are set to achieve the early learning goals in this area. Teachers and support staff are consistent in setting high standards for behaviour and concentration: in two of the three classes, children learn in an environment that is invariably calm and reassuring. Even the youngest children are happy, secure and confident. The teacher who works with children with special educational needs provides good support and these children are socially well integrated with others. The needs of those who do not speak English at home (the majority) are well supported and children from differing cultures relate harmoniously with one another. In the nursery classes, the provision of freely chosen activities, along with some structured teaching, is well thought out. Children choose from a range of activities, showing an emerging independence. In the nursery and reception classes, they play well together and most use equipment carefully. They are all making good progress in looking after themselves and are learning to help one another. Older children work well together, collaborating and negotiating roles; younger ones are learning to share and take turns. Children's very good behaviour benefits their learning and most know right from wrong. Children of all ages behave very well when they sit together at lunchtimes and they know the routines. The children in one of the reception classes are making particularly good progress in their personal development as a result of consistently effective teaching. They show a delight in learning, put up their hands to answer questions and quickly settle to work.

Communication, language and literacy

82. By the end of the Foundation Stage, most children are set to achieve the early learning goal in this area. Good focused teaching develops and extends children's language and vocabulary in the nursery and reception classes, with some very good intervention by adults. Language is taught in context through making cakes, for instance, or learning about the weather. Although many children are acquiring English as an additional language, they are able to communicate their needs and increasingly express their feelings. They make good progress in listening, aided by the regular sessions where they sit on the carpet and listen to stories, or where they take part in other adult-led group activities.
83. Children in the nursery and the reception classes are making good progress in writing. They know that writing can be used for different purposes and have some opportunity to develop their writing skills through role-play, though resources for this purpose are limited. Younger children are learning to control a pen or pencil and to form letters, some of which they are beginning to recognise. Many older children form letters accurately and know most of the letter sounds. Children of higher ability can already write a few sentences, making generally correct use of capital letters and ending sentences with a full stop. Other children are making good progress towards this through regular practice and opportunities to write within daily literacy sessions.
84. Children in the nursery and the reception classes are making good progress in reading. They enjoy looking at books and handle them carefully. They are often captivated as they sit listening to stories and some join in with familiar refrains. Again, all children are helped by the daily sessions where the teacher reads to the whole class from a 'big book' and asks them questions about what

they have read and about what is happening in the pictures. The higher ability children in reception classes are beginning to predict what might happen as a story develops and many retell or re-enact familiar stories. Children visit the library and take books home to look at with their parents or carers. Many children in reception can read a good number of words and there is careful attention to hearing children read regularly.

Mathematical development

85. By the end of the Foundation Stage, most children are set to achieve the early learning goal in this area. In the nursery and in one reception class, children are making good progress and there is a strong emphasis in all classes on the teaching of numeracy. By the time they leave the nursery, many children have already made good progress in counting up to ten and recognise some numbers beyond through finding the date each day. Higher ability children order and write numbers to ten and over. They match shapes and sort by colour. They already show an understanding of how different sizes can be compared, so that they can find and name the little bear, the middle sized bear and the biggest bear, placing them in the correct order of size and height. They identify who is tallest when children stand side by side, solve problems when completing puzzles and are learning about geometric shapes. Children in the reception class name numbers to ten and put them in sequence; they recognise and recreate simple patterns and use language to describe the shape and size of solid shapes. Many children are beginning to use the language of addition and recognise one pence, two pence and five pence coins.
86. Structured numeracy sessions are taught in the nursery and in the reception classes, so that children regularly practise and consolidate their counting skills. They do this particularly through singing counting songs in the nursery and through answering the teacher's questions in reception and counting in number games. A numeracy lesson seen in one reception class was excellent; a session in the other class contained many important shortcomings. In the excellent lesson, the teacher made learning an exciting experience with very good use of visual references and careful attention to the vocabulary of subtraction. Children made rapid progress in their understanding. Where there were weaknesses in teaching, work lacked challenge for some pupils who could already count far beyond ten and there was no clear rationale for the setting of some tasks.

Knowledge and understanding of the world

87. Many children enter the nursery with limited knowledge and understanding of the world and are unlikely to reach this early learning goal by the time they leave the Foundation Stage. There is some good teaching in this area, for example when children learned about insects and searched for 'mini-bugs' in the garden and when they observed changes in ingredients when making and icing cakes. They also extend their knowledge of the world through trips into the immediate and wider community and have very easy access to computers. However, this area of learning receives insufficient attention, especially in the reception classes, since a great deal of time is given to communication, language and literacy and mathematical development.
88. Children use computers to draw and to practise their skills with letters and numbers. Many can control the mouse to click and select menu options and higher ability children know how to delete work with which they are dissatisfied and are able to print what they have done. When a reception class used the computer suite during the inspection, the teaching was unsatisfactory because children were all given the same task and spent a whole hour attempting to draw a gingerbread man, many achieving little success. In the other reception class, children have produced expressive drawings of faces and show good mouse control.

Physical development

89. Some children should meet the early learning goal in this area by the end of the Foundation Stage, but many are unlikely to do so. In the nursery and reception classes, children make good progress in using pencils, pens and paintbrushes and in cutting, sticking and joining. They are developing good hand-to-eye co-ordination through playing with construction toys and using simple tools.

Children in the nursery are further developing their physical skills through the use of toys that can be ridden or pushed and through good access to the outdoor play area and garden.

90. In the reception classes, children do not have easy access to an outdoor play area, except at playtimes and through visiting the nursery one afternoon a week to use the tricycles, play on the climbing frames and slides and use other outdoor facilities. The equipment used for physical education lessons in the hall is sometimes limited and children made unsatisfactory progress in one lesson seen because the teacher did not give them appropriate tasks. The other class made good progress in a music and movement lesson as a result of good teaching with a task which extended their physical abilities and made them think carefully about different ways of moving.

Creative development

91. Children are unlikely to meet this early learning goal by the end of the Foundation Stage because they spend insufficient time engaging in creative activities in the reception classes. They make satisfactory progress in creative development in the nursery, where an appropriate range of creative activities is available. Displays show that they learn the skills necessary in painting, drawing, printing and collage, and that their creativity is valued. Many already draw lively pictures that show good use of colour and include facial features and other representational details. They engage in role-play, washing their dolls and playing in the home corner. Adults encourage children by entering into their imaginary worlds and asking them about what is happening.
92. In the reception classes, there are some opportunities to make things with play dough and to draw and paint, but resources are not set up during the mornings to allow for any spontaneous creativity amidst the more academic learning in communication, language and literacy and mathematical development. There are fairly limited props to support role-play, although children in one reception class showed that they had the necessary skills to enact the story of 'Little Red Riding Hood'. On their visit to the nursery, a little group of girls from the same class organised an impromptu 'party' and excitedly entered into the spirit of the occasion, dressed up in frilly skirts and hats.
93. Children in the nursery and reception classes make some progress in playing simple percussion instruments and in moving to different sounds. Most children join in with well-known songs and some follow the movements that accompany particular songs. Most know the words of the songs they sing regularly and some are prepared to sing alone or in a small group to the rest of the class.

ENGLISH

94. The standards reached in English by 11 year-olds in the National Curriculum tests in 2001 were very low compared nationally and with similar schools, both for percentages of pupils reaching the expected level 4 and for those reaching the higher Level 5. From 1997, standards improved to 1999 but have declined since, so that they are well below average. Inspection findings show that standards of pupils aged 11 are average for speaking and reading, above average for listening, but below average for writing. Pupils with special educational needs, including those with dyslexia, generally make good progress. Pupils who do not speak English at home make satisfactory progress. No discernible difference in the attainments of boys and girls was found.
95. The standards achieved in reading and writing by seven year-olds who sat the National Curriculum tests last summer were below average at the expected level 2 when compared nationally and with schools in similar contexts. The standard of reading for the small percentage of pupils reaching level 3 was close to the national average. No-one achieved level 3 in writing. Since 1997, standards have been below average apart from a good year in 1999 and continue to be below average against the national trend that is rising. Furthermore, inspection findings place current standards for seven year-olds as average for speaking (due to the large numbers of pupils who do not speak English at home) good for listening, average for reading but below average for writing. Throughout the school, standards in literacy are generally in line with national expectations due to the good, sometimes very good quality of teaching, the positive impact of the literacy hour itself

and the pupils' good behaviour and attitudes. There are good indications that the improvements will continue but not necessarily that the school's targets will be met for pupils aged 11 in 2002, particularly because the targets have been raised unreasonably.

96. Teachers provide good opportunities for pupils in both key stages to develop their ability in speaking and listening. The support, for example, for early language learners is good. Teachers set up the introductory part of lessons so that pupils have time to share with their 'talking partners' what they know and have learned and they acquire and use the language associated with the topic. A very good example of this in Year 2 was seen where pupils enjoyed a familiar story by Dick King Smith, quickly picking up the strong rhythms of 'sandy shore' or 'seabirds wheeling and diving'. Pupils in Year 1, the great majority of whom are early language learners, discussed things that fly through the air. One girl knew the 'balloon' and another explained her imaginary journey to Kosovo. Pupils in Year 3 recited excerpts from their class reader 'Gorilla', adapting their voices to the character of the animal. In Year 4, pupils enjoyed discussing their poems; readers used a good beat in 'Smelly People' by Roger Stevens and emphasised the rhythm in 'Five Little Senses all in a Row', the recitation rising to a loud ending. Year 5 pupils were keen to question the title of the poem 'The Listeners', recognising its mystery. In this lesson, pupils whose first language is not English were well supported by instant translations of more unfamiliar language. Pupils in Year 6 spoke clearly and confidently when reporting their findings in an enquiry about the Blue Whale, learning the difference between factual and formal language. Throughout the school, teachers encourage pupils when working in pairs or small groups to discuss their work with one another; often children take others' views into account. Teachers place an appropriate emphasis on teaching correct terminology, as in a Year 3 science lesson when pupils understood the key vocabulary, 'sun', 'moon' and 'electricity' and considered the question 'What is dark?' In another science lesson, pupils in Year 1, focused on reporting what they tasted, smelt or touched, keen to offer explanations while others listened closely. Pupils generally express themselves well in paired discussions. Older ones are evidently used to brainstorming ideas, as seen in a Year 5 class where they were trying to work out how Theseus could find the Minotaur. These sessions positively promote the pupils' oral and listening skills and raise self-esteem.
97. As pupils' reading ability on entry to the school is below average, they do well to attain average standards by the age of seven. In Years 1 and 2, they build upon their experiences of phonics learned in reception, reading with enthusiasm. In particular, there is support for bilingual pupils who do not speak English at home for the first six weeks after admission. Average and below average pupils, including those with special educational needs, quickly develop their knowledge and understanding of letter sounds due to the quality of the structured teaching that they receive. This helps them to tackle new and unfamiliar words. Above average pupils demonstrate enjoyment and interest in reading, as in Year 1, for example, when they answered questions by reference to the text of a favourite story, 'Whatever Next!' by Jill Murphy. By the end of Year 6, the standard of pupils' reading is in line with national expectations. They read with improving fluency and accuracy, though pupils whose first language is not English have less well developed comprehension due to cultural differences. Eleven year olds speak with first hand knowledge of a range of different authors, including Jacqueline Wilson, J K Rowling and Roald Dahl. The school's use of pupils' reading record books indicates that pupils make sound progress. It is evident, however, that reading standards are higher in classes where teachers guide pupils' book selections, such as in Year 6 where two pupils were engrossed in reading 'Casting the Gods Adrift' by Geraldine McCaughrean. Most pupils are adept at finding information from various sources such as CD-ROMs and non-fiction books. Pupils said they used the school library and the local library.
98. The standard of writing of pupils aged seven to 11 is below the national average. Pupils in Year 5 and 6 are, however, making good progress so far this year. A good example of this in Year 6 is the writing of a report on the Blue Whale and the exploration of statements favourable firstly to the whale and then to man. In Year 4, pupils were writing recipes for a gingerbread man or a cheese and pineapple dish as part of their work on harvest. Above average pupils really knew how to produce descriptions that command attention, including, 'my monster has a smooth round head. It is as big as a football. Her eyes are glued on her straight antennas (sic)'. Pupils of average ability made similar progress in writing in the same period. An example of note was their rewriting

of the traditional Russian tale 'Babushka'. These pupils love poetry. They try to imitate different styles such as the Haiku, as in 'Hand goes in ticklish/Velvety and heavy/A comfortable wheat sack.'

99. Below average pupils in Year 3 learn about the elements of excitement and insert them into a narrative of 'The Twelve Labours of Hercules'. Handwriting is taught systematically using a distinct style. Dedicated handwriting lessons ensure that the writing of most pupils in Years 3 to 6 is neat, joined, legible and in ink. However, this skill does not transfer to general work where writing is often untidy, not joined and in pencil. Thus, presentational skills need strengthening throughout the school. Standards of spelling and grammar, including punctuation, are varied across the school, as is the quality and consistency of handwriting. Some pupils use different forms of writing appropriately, for instance when writing a letter to a pen pal, or writing a report on the visit to the Museum of London in history. In Years 1 and 2, standards of writing are also below national expectations. Worksheets produced in Years 1 and 2 to help pupils to develop their writing skills demand only one word answers to build into a sentence. This requirement of one word or a short phrase does not help pupils to build up their skills to write at length in preparation for the monthly assessment writing opportunity and for all other subjects. Standards are rising, however, mainly due to their rich diet of familiar stories. The most able seven year-olds rewrote a forest story, gaining an insight into the use of words to set a mood and producing depictions such as 'the woods are scary and spooky'. The average and below average pupils, including those with special educational needs and those whose first language is not English, followed a model of 'The Ugly Duckling' and wrote their own versions, including a sensitive piece, 'The moon is calling us to come back up to the trees'. In a Year 1 science lesson, pupils wrote their experiments on the senses, but only one word or two at most. There is a lack of opportunity to produce extended writing throughout the school. The use of computers to improve pupils' writing needs further development, though older pupils have begun work on an investigation of farming using *Hyper Studio* – a positive incentive to write.
100. The quality of teaching is strong, ranging from satisfactory to excellent. Teachers' overall planning of the English curriculum is sound, but their expectations of what pupils should achieve are not high enough. Their expectations are better within the literacy hour and the way in which they use questioning to draw out meaning and develop pupils' understanding is thoroughly effective. In a Year 5 lesson on making complex sentences by joining two simple ones, pupils were really forced to think and provide suitable alternative conjunctions. Pupils were inventive, using 'at least', 'however' and 'instead'. They worked hard and the teacher praised their efforts, one example of the way teachers establish good relationships in lessons. Generally in literacy lessons, where pupils of different attainment are grouped together, teachers plan work that matches pupils' abilities. As a result, pupils are challenged to learn and they respond by working hard and productively, making good, sometimes very good progress. Below average pupils, including those with special educational needs, are well supported by teacher assistants and pupils learn well because the curriculum is modified to meet their needs as a result of good teachers' planning. Pupils who do not speak English at home learn satisfactorily with support. Most teachers assess pupils' progress closely and effectively in lessons. This helps them to set challenging targets for improvement for individual pupils and groups of pupils. Clear planning in Year 2, for example, was seen to lead to the level of work being adjusted appropriately for the different ability groups. Moreover, where teachers tell pupils the learning objectives, pupils are clear about what they should know and do. Marking of work within the lesson also identifies clearly what is needed to improve standards. There is substantial use of homework in English, both for spellings and for pupils to take home graded reading books to pursue their reading targets. Pupils with little English have intense courses to follow with mentors who speak their mother tongue. The majority of children learn quickly.
101. The co-ordination of English is good. The co-ordinator has detailed knowledge of the current state of English and the literacy hour and carries out close supportive monitoring of planning and teaching. As a result, teachers competently operate the literacy hour. The co-ordinator brings energy and enthusiasm to the subject, attending courses with other co-ordinators and then disseminating the content to staff in school. All staff have taken training in the National Literacy Strategy. The co-ordinator is in the process of drawing together a portfolio of levelled work that will

give teachers a secure base for their assessments. In the past, there has been some comparison and levelling of standards that the co-ordinator wishes to reinstate. The school's target setting in writing is very thorough and there is benchmarking for reading every term. The number and quality of books has improved, helping to stimulate pupils' interest in reading. Teacher assistants attached to low ability groups, pupils with special educational needs and to those who do not speak English at home work well with the class teachers. The co-ordinator is rewriting the English policy and intends to make the scheme of work more rigorous and detailed. However, staff changes have a deleterious effect on continuity. Nevertheless, visiting theatre groups and a storyteller enhance the subject, creating an effective focus on improvement in English throughout the school that is having a strong impact on rising standards.

MATHEMATICS

102. Pupils' results in the National Curriculum tests in 2001 show that the overall standard of seven year-olds was below that found nationally but above average when compared with similar schools. This demonstrates a good improvement on the previous year. The test results of 11 year-olds show that overall standards were very poor and poor when compared with similar schools.
103. Inspection evidence shows that the standard of the current group of seven year-olds is below what is expected nationally and that they have achieved well since entering school. Standards of the current 11 year-old pupils are below that expected nationally but show an improvement from the previous year's results. All pupils, including those with special educational needs and those who do not speak English at home, achieve well because of the good teaching and support they receive. The improved pupils' performance and good teaching is due to the National Numeracy Strategy being well implemented and the very good leadership provided by the co-ordinator.
104. Overall, progress since the previous inspection is satisfactory. The National Numeracy Strategy has been implemented and assessment procedures are now better with results carefully analysed to identify areas of weakness. The co-ordinator provides very good leadership with good monitoring. The standards of attainment have gone down since the previous inspection, which the school attributes to unsatisfactory provision in the past for pupils who do not speak English at home and those with special educational needs. There is now more comprehensive provision for these pupils. Staff mobility has also had a detrimental effect in some classes, particularly Years 3, 4 and 5, where pupils are not making as much progress as they should.
105. Standards of work seen in the workbooks of infants and in lessons are below those expected nationally in understanding mathematical vocabulary to solve problems and in shape, space and measure. Pupils' knowledge and understanding of number is comparatively better but still below the national average. Most pupils make good progress and achieve well. They recognise odd and even numbers and can add three numbers with one two digit and two one digit numbers. They learn methods of adding nine and 11 and learn number bonds of ten for quick mental calculations. Higher ability pupils are not yet confident to work with numbers beyond 100. Those of lower ability work comfortably with numbers up to 20 only. They are learning the mathematical names of two- and three-dimensional shapes. Pupils with special educational needs have good support in class, are given simpler work and greater use of visual aids, such as counters and cubes. These aids also help pupils who do not speak English at home, but these children sometimes experience a difficulty with the actual expression of the mathematical problem.
106. By the age of eleven, work seen was below average in number and well below in data handling, shape and space and in the application of mathematics. Pupils' mathematical language is not developed enough to understand the problem and use the correct method to find out the answer. They have developed nearly satisfactory skills in mental mathematics and higher ability pupils work confidently with numbers in hundreds. Most have a reasonable grasp of place value and of the four operations and can halve and double large numbers. Pupils complete written calculations confidently involving multiplication of three digit numbers by one digit numbers. However, they are not able to multiply and divide three digit numbers by two digit numbers as would be expected at this age. Little work is covered in using co-ordinates to locate a position and rotate regular shapes. In data handling, pupils are not confident in interpreting line and bar graphs and do not know the meaning of mode, mean and median. Most find perimeters and areas of regular shapes and use a formula to calculate them.
107. Pupils work well showing good concentration and perseverance. The majority of pupils are keen and eager to learn; they concentrate and behave very well in lessons. They work well in pairs and support each other well. Pupils with special educational needs make good progress, due to the additional support they receive from the learning support assistants, which helps to boost their confidence. Pupils who do not speak English at home make similar progress as a result of the good teaching of support staff such as with the use of visual materials, explanations of vocabulary and work sheets that give visual clues without compromising the difficulty of the content. However, in classes where there is no support and teachers are not trained to meet the needs of these

- pupils, progress slows.
108. The quality of teaching and learning seen is never less than satisfactory and is good overall. Teachers identify clear learning objectives and communicate the purpose of the lesson with pupils so that they are aware of what they will be learning and what is expected of them. This develops pupils' interest and an awareness. The three-part lesson structure recommended by the numeracy strategy is used effectively. Teachers give due regard to mental and oral work in appropriately short and sharp sessions at the start of lessons, which pupils enjoy. They are given homework to memorise number bonds and timetables. An appropriately high proportion of direct teaching keeps pupils concentrating throughout each lesson. Teachers' planning is good and the co-ordinator monitors it regularly and provides appropriate support. In one Year 6 lesson, both teachers taught both classes together. This led to pupils' very good achievement. Teachers used their good subject knowledge and understanding to demonstrate skilfully and explain clearly a wide range of mathematical concepts. Teachers who are new to the country and are not yet familiar with the National Curriculum, do not consistently explain the precise mathematical vocabulary and as a result, pupils' vocabulary is not well developed. As there are many pupils whose first language is not English, the key mathematical vocabulary is not repeated often enough for pupils to assimilate it. Frequent staff changes lead to some areas of mathematics, such as data handling, shape, space and measure, using and applying mathematics, not receiving appropriate emphasis - hence the low standards in these aspects of the subject.
 109. Teachers are careful to evaluate with the pupils whether the learning objectives for the lesson have been met. They do this by reminding pupils of what they are expected to learn at different times during the lesson and use the final session for reinforcement. In most lessons, teaching is in ability groups. In good lessons, the good pace and challenging work for higher ability pupils keep the interest and concentration of all and they make good progress. However, in most classes, higher ability pupils are not challenged effectively. Teachers and pupils make effective use of the range of resources, including white boards, digit cards, number lines, number fans and 100 number squares, to consolidate and support pupils' mathematical understanding. Teachers feel secure in teaching mathematics with the guidance from the numeracy strategy.
 110. Regular homework consolidates and extends pupils' learning. Support staff are used well for groups of pupils. Information and communication technology is used very well, and pupils use mathematics well to assist with learning in other subjects. They were involved in drawing charts and taking accurate measurements in science, for example, using timelines in history, taking measurements and drawing in design and technology and collecting information and recording in graph form in geography.
 111. The leadership and management of the subject is very good. An effective system for monitoring and evaluating both teaching and learning is well formalised. Analysis of test results is thorough and used well to identify areas of weakness in pupils' learning. The ongoing assessments are used well to set class and group targets. The co-ordinator monitors and analyses these assessments at the end of each term and discusses ways to improve standards with teachers. In one class, for example, when four pupils did not make any progress, they were referred to the special educational needs co-ordinator for additional support. This monitoring of pupils' work, teachers' planning, lesson observations and analysis of test results is helping to raise standards. There is a good range of basic learning resources in each classroom, which are of good quality and used effectively to help pupils learn.

SCIENCE

112. In 2001, performance in the National Curriculum tests for 11 year-olds was very low – in the lowest five per cent in the country and well below the average of similar schools. This shows a sharp drop in standards from the two previous years. In the teacher assessments of science for seven year-olds, the percentage of pupils achieving the expected level 2 was below average; that of pupils achieving the higher level 3 was well above average.
113. Current standards observed were below average for both age groups, showing improvement in Key Stage 2 over last year and remaining similar to last year in Key Stage 1. Standards for seven year

olds were closer to the national average than those of 11 year olds, who have much to catch up with from previous years, despite the very good teaching they are receiving in Year 6. These pupils were observed doing an investigation into preferred habitats of woodlice, using 'choice chambers' which they had made themselves the previous day in design and technology. Pupils showed sound knowledge of how to make their tests fair and teachers extended this successfully by giving due consideration to methods of making the results of scientific investigations more reliable by repeating them and using large numbers of – in this case – woodlice. Books show they have been doing short topics on all aspects of the science curriculum this year, including separating mixtures of substances, the heart and pulse rate and the forces of gravity and friction. By this age, no significant differences were noticed between those who do not speak English at home and the rest of the class, who form the minority.

114. Pupils in Year 2 were observed during a lesson to be achieving verbal standards in line with the national average; they described changes occurring as a chocolate button melted, able to recall key words remembered from their previous study of water as it melted on heating and froze when cooled sufficiently. They did find freezing difficult to understand, though, when it related to chocolate solidifying. About half the class were struggling with written vocabulary and their writing was not at the national average for their age. Their folders show very little written work; it is mostly pictorial representation of work on materials, electricity and the human body.
115. The quality of teaching is good overall in Key Stage 1, very good in Year 6 and satisfactory in the rest of Key Stage 2. This is chiefly because staffing in Key Stage 1 has been more stable and expertise in National Curriculum requirements for science has increased so that teachers have a good knowledge of the levels of achievement they are aiming for with their classes and plan well to meet them. A very well planned lesson was seen in Key Stage 1, in which the two teachers had high expectations of all their pupils' ability to learn and understand scientific vocabulary and concepts, despite most children not speaking English as their first language. The good quality resources were prepared and set out before the beginning of the lesson, thus allowing maximum time for the investigation work based on the five senses to be completed. In recognition of pupils' differing ability in writing, well thought out booklets were provided with different degrees of help to enable them to write their account of the investigation in their own words, through the structured format and vocabulary characteristic of science. Pupils with special educational needs, including the visually impaired, with help made good progress.
116. Teachers in Key Stage 1 and in Year 6 have high expectations of the work their pupils are capable of and so their pupils achieve well, despite the difficulties many have with the English language. In Year 6, for example, pupils are expected to use their numeracy skills to interpret graphs relating to the way in which substances dissolve, such as salt dissolving faster than sugar in water. In the earlier years in Key Stage 2, expectations are more variable depending on the individual teacher's knowledge of the National Curriculum. The school does not have detailed enough schemes of work and weekly planning to enable agency teachers to know exactly what they should be teaching, nor are they sufficiently trained to know the difference between the levels of attainment required in successive years. The priority for training is literacy and numeracy, so that science receives inadequate attention. Consequently, there is little difference between the standard of work in Year 3 and Year 5, although the correct topics are covered for each year according to the nationally recognised curriculum guidance. In Year 6, the science co-ordinator and her colleague who teach as a team have to work very hard to raise the levels of attainment for the National Curriculum tests. Much of the work in Year 6, therefore, is not consolidating knowledge and skills already learned, but consists of short revision topics to allow pupils to gain some experience of work at the appropriate level for their age before the tests. This has resulted in very low standards and does not prepare pupils adequately to follow the Key Stage 3 science course in their secondary schools.
117. During the inspection, lessons were seen on solids and liquids in the lower juniors, pitched at the same level as that in Year 2, but with much less emphasis on visual examples of substances undergoing change. Consequently, pupils were not stimulated to learn as well as they should. The majority, however, behave well and show great interest in their work at whatever level it is presented; they are eager to learn and are particularly well motivated by practical science, for

example testing the effect of forces, such as friction, in preventing a toy car from running down a ramp, or the difference in weight between substances suspended in air or floating in water. Occasionally, when teachers fail to motivate their pupils, it is with work which does not catch their interest, such as matching cards of different categories of food with the role they play in the body, which is too simple a task for older juniors and, consequently, there is misbehaviour and inadequate learning.

118. Literacy develops well where the many children whose first language is not English are guided by a specialist teacher in addition to the class teacher. Pupils with special educational needs are also included in support groups and achieve well. Information and communication technology is beginning to be used satisfactorily for data analysis, but not yet to follow the course of an investigation through, for example, the use of light or temperature sensors. There is also not enough individual research work using CD-ROM or the Internet to widen the experience of above average children.
119. The co-ordinator, new to the post, is trained abroad and, although not a science specialist, is very enthusiastic and committed. She is doing well as a temporary post holder and has made sure that all the resources for the QCA guidance are in place for all the modules in the infants and juniors. She checks pupils' books to see the coverage of science and has recently introduced a useful portfolio of samples of children's work done in both key stages. This does not yet, however, show the progression of levels of attainment from infants to juniors, nor that from the early learning goals into Key Stage 1. The target for next term on her action plan is to tackle assessment; currently this is formally carried out through the end of year tests in the juniors and is underdeveloped.

ART AND DESIGN

120. Pupils' attainment in art is above that found nationally for pupils of the same age. The displays of their work in classrooms and particularly in corridors shows that they achieve well. The school has sustained the good standards of work reported in the last inspection.
121. Pupils in Key Stage 1 experience a broad range of materials and techniques. One class has produced highly individualised puppets through working with a visiting artist. The puppets show that pupils made very good progress through this project in developing their technical skills and the ability to express feelings when working in three dimensions. They selected and combined materials in imaginative and innovative ways.
122. In Key Stage 2, art is frequently used as a vehicle for learning in other subjects. This sometimes results in good quality artwork, for example when pupils produced detailed line drawings of places of worship. These show effective composition and some accurate drawing from observation. In a lesson observed where art was used as a means of revising pupils' knowledge of healthy eating, the learning objectives for art were not clear enough and the art aspect of the lesson provided less challenge than it might. The emphasis on raising achievement in National Curriculum tests in the core subjects of English, mathematics and science gives art less importance in the curriculum as pupils get older. However, they do have some very good opportunities to extend their skills through work with practising artists. Some high quality work was produced by pupils who were involved in designing and creating a mosaic to decorate the wall outside the front of the school. Other pupils have produced designs which are being used by an artist in producing a relief sculpture to decorate a wall by the canal. Pupils involved in these initiatives have made very good progress in acquiring skills, knowledge and understanding.
123. Teaching and learning in art are good. Pupils made good progress in two of the three lessons observed and satisfactory progress in the other. Boys and girls progress equally well, as do pupils with special educational needs and those who do not speak English at home. Most teachers have good subject knowledge and appropriate expectations. They are particularly effective at teaching the key skills of art and design in Key Stage 1 and most teachers plan effectively so that time is used well. Pupils try hard and take a pride in their work. The best work shows that they are interested, motivated and able to concentrate well. In some projects, teachers make good use of the work of other artists and of imagery from a range of cultures as a stimulus for pupils' practical

work.

124. In the absence of the usual co-ordinator for art, a temporary co-ordinator – who is a part-time teacher – is providing purposeful leadership and ensuring that the subject develops further. Teachers follow a scheme of work that is appropriately guided by the National Curriculum and provides a good range of learning opportunities. The curriculum is much enhanced by involvement with artists and craftsmen and women from the community and the school readily grasps the chance to work with artists-in-residence. Class teachers use their individual methods for assessing pupils' work but the co-ordinator has rightly identified the need to develop a whole school system for recording pupils' attainment in the subject.

DESIGN AND TECHNOLOGY

125. Standards are below average at the end of both key stages, which represents a drop since the last inspection. However, for the two academic years 1998 – 2000, establishment of literacy and numeracy took precedence in the curriculum and when Curriculum 2000 was introduced, with new criteria to be put in place, there was no qualified co-ordinator in the school. Recently, this job has been filled temporarily by an overseas trained teacher who has made a good start in ensuring that the subject is integrated into the curriculum and has indicated likely projects as offshoots from geography, for instance, with the study of Ugandan houses and science, with 'choice chambers' for their investigation into the preferred habitats of woodlice. She has also produced a curriculum map showing the place of design and technology, using the QCA guidance, for which she has produced assessment sheets for each module. This is to enable the whole class achievements to be recorded and passed on to parents and future teachers.
126. Not enough teaching was seen in either key stage to be able to make a firm judgement. Only one lesson was seen. This was good and well planned with lesson objectives made clear to the pupils and help given in the form of a supportive worksheet. Three teachers worked well together with the whole class, which enabled them to concentrate on individuals and raise their achievement. Pupils, in turn, were well motivated by the knowledge that the product ('choice chambers') they were making was going to be used by them in their science investigation. Pupils of all abilities and at different stages of learning English were able to succeed. Those unable to write instructions unaided were given good help and guidance by the class assistant present. The finished artefacts seen being used next day were interesting in design, but showed below average joining and finishing skills and inaccurate cutting out.
127. Some attractive puppets were displayed in the Year 2 class. These were made during a project with another school and show that the QCA guidance is being used. There was very little other evidence to be seen. Key Stage 1 children have made hinges and used them to design and make a house for Teddy. In samples seen, cutting and joining skills were below average, showing little attention to the application of numeracy by making accurate measurements. Only one photograph of Year 3's moving toys was seen, which was insufficient to judge the quality of the product. Although there was some evidence of design work – the Ugandan shelters in Year 6 – there was no evidence of the design process being taught in all its stages. No examples of evaluating and disassembling existing products, for instance, was seen, nor sketching ideas, nor making prototypes and evaluating the final product as being fit for the purpose. Literacy and numeracy are not well developed through this subject – particularly in the accuracy of measurements – nor is ICT used much for analysing the results of questionnaires, for example.
128. Leadership of the subject is satisfactory. The co-ordinator has volunteered for the post and is doing her best within the limits of her understanding of National Curriculum requirements, especially in control work for Years 5 and 6. There is much equipment not apparently being used, including technical construction and pneumatic kits, which could be useful for this aspect of the curriculum.

GEOGRAPHY

129. Due to timetabling constraints no lessons were seen in Years 2 and 6 classes. Lesson observations in classes of Years 3 and 4 and the work in pupils' books indicate that standards are lower than the national expectations in both key stages, but in Year 1 an average standard of work was seen for the age of the pupils. Their achievement in the lessons seen was satisfactory but their progress over time as evident in their books has been unsatisfactory. Basic skills in English are not well used for describing the human and physical features of localities. There was little writing on how changes occur in the way people live and the effect of these changes. Basic skills in mathematics are comparatively better used for recording information in a graph form. Pupils who do not speak English at home make progress and achieve standards similar to their peers. Progress made by pupils who have special educational needs is satisfactory. In the previous inspection, standards were judged to be in line by the end of both Years 2 and 6. From the work seen in lessons and in books, these standards have not been maintained. Lack of permanent staffing has had a negative impact on standards attained by pupils.
130. Evidence from scrutiny of pupils' work shows that by the end of Year 2, pupils have studied their own locality and compared it with an island. They track Barnaby Bear's' travels to various locations around the world and have a growing understanding of their environment. In one Year 1 and 2 mixed aged class lesson, pupils were writing postcards to their friends from their holidays. They accurately described the place and the weather and the need to wear appropriate clothing. Pupils are developing their understanding of the route they take when they walk from home to school and back. They observe places of interest such as play areas, park and shops. They are beginning to use ICT to draw graphs of different colours of cars when studying road transport, for example. However, pupils' geographical vocabulary, skills to use maps and plans and understanding of how features of a locality are influenced by people is not well developed. Bearing in mind that pupils themselves come from diverse countries, their knowledge and awareness of localities other than the one in which they are living is good.
131. By the time they are aged 11, pupils begin to demonstrate an understanding of global links, helped by the diversity of nationalities in the school and they take up the study of Chembokali in India. However, this locality is not studied in depth to gain understanding of physical features, such as rivers and mountains and their effects on people. The work covered is limited to a few worksheets and does not give pupils understanding of the way of life in a locality and why it is so. Their experience of the use of questionnaires, surveys, knowledge and understanding of fieldwork techniques and use of geographical terminology is not well developed. Pupils do not always use their ability in literacy to write about what they have learned. Good use was made of role play and ability to speak in public, however, by Year 6 pupils as they debated the pros and cons of education versus helping on the land for children in Uganda.
132. The quality of teaching is generally satisfactory and lesson planning leads to a focus on the learning objectives. However, teachers do not consistently use artefacts and resources to improve pupils' understanding of the subject. In one lesson, for example, pupils were marking their route from England to India. The teacher had used only a small map in the atlas to show it to the whole class and for many it was not large enough to read the names of the countries. As a result, some pupils drew their route via France, Spain, Portugal and Morocco, whilst others went via Denmark, Sweden and other places and developed little understanding of mapping routes.
133. The long term planning indicates that National Curriculum requirements are met. The school uses the Qualification and Curriculum Authority's recommended guidance. The co-ordinator has developed a policy and schemes of work and has collated resources to teach all aspects of the curriculum. Formal assessment procedures are devised and ready to be implemented. As in other subjects, the lack of detailed curriculum guidance to staff does not help very new teachers who are unfamiliar with the curriculum or with the resources available in the school. This hinders pupils' progress and attainment. The co-ordinator has an action plan that is appropriate for the development of the subject when the staffing issue has been resolved. She is very keen to improve pupils' standards through a monitoring and support programme.

HISTORY

134. During the inspection week, no history was taught. Scrutiny of teachers' long term planning shows that curriculum requirements are met. Scrutiny of pupils' work in books - which was untidy - and work on display indicate that standards of attainment are lower than the National Curriculum expected levels and that achievement is unsatisfactory. Pupils do not use their ability in literacy to write accounts, descriptions or express their opinions about different societies and their effects on people's lives. However, good use has been made of local museums, art galleries and other places of interest to gain practical experiences. Visitors are invited to the school to extend the curriculum. A visit from a drama group enabled pupils to dress as Tudors, for example.
135. It was not possible to make a secure judgement on the quality of teaching. The co-ordinator has worked hard to develop a policy and schemes of work, but these are not implemented consistently throughout the school due to a large number of new staff who are not yet familiar with the National Curriculum. Artefacts and materials have been bought and lists of places of visits and of visitors to the school extend the curriculum. These provide opportunities for pupils to use primary and secondary resources. Formal assessment procedures have been developed but not yet implemented. Learning resources are sufficient to teach the subject. The co-ordinator is aware of the need to monitor teaching, learning and standards attained by pupils and to have an action plan that is appropriate to develop the subject once a permanent staff has been appointed.

INFORMATION AND COMMUNICATION TECHNOLOGY

136. Attainment is above national average by the end of Year 2 and also above by the time pupils leave the school from Year 6. Since the last inspection, when attainment and progress were judged to be average, there has been considerable improvement in provision with the establishment of a computer suite. The subject itself has expanded with connections to the Internet and to email. Pupils' progress in knowledge and understanding in ICT is good throughout the school because of the strength of teaching and the confident use of good equipment and resources.
137. By the time pupils leave Year 2, above average pupils have presented their traffic counts graphically in blocks of colour. Average and below average pupils have experimented with filled rectangles, brush sizes and other paint tools in their art designs in the style of Mondrian or Kandinsky. Pupils in Key Stage 1 confidently log on and off, responsibly and carefully returning a CD, for example to its case. They enjoy the search menu on the CD-Rom to explore the varieties of flowers; some transfer text and pictures to Word to edit and add sentences such as 'Water lilies grow on ponds'. By Year 6, pupils above average confidently gain access to an Internet search engine to research their topic on Uganda, for example, finding written accounts that they can edit. Below average pupils are enthused to find pictures of the flag and a map of the country. Also in Year 6, above average pupils are preparing a multimedia presentation using Hyper Studio for their farming investigation. Average and below average pupils confidently identify formulae and enter them into spreadsheets. Such skills are beneficial to their competence in literacy and numeracy. Pupils in Year 5 make good use of a spreadsheet to tally the class slips that lead to Golden awards at the weekly Golden Assembly. In a very good lesson, also in Year 5, pupils were engaged and motivated as they analysed a database using more than one criteria to solve a crime. Pupils in Year 4 used a paint program to imitate abstract art using repeated patterns in bold colour, with visually exciting effects.
138. Teaching is good throughout the school. The curriculum is well planned and its implementation is managed effectively. The teaching of ICT skills is enhanced by the use of the computer suite. The co-ordinator has set sensible priorities and has managed to increase the confidence of staff. Teachers mostly have good subject knowledge and use this well to organise and present their lessons. The quality of teaching reflected in the scrutiny of pupils' previous work was good. In a very good lesson in Year 5, pupils' knowledge and understanding of the use of databases in preference to paper equivalents were well developed. A good lesson in Year 2 effectively deepened pupils' knowledge and understanding of the use of CD-ROMs for information through a variety of flowers and related facts. Thus, teachers present challenge to pupils to make the most of their developing skills. Teachers use options within the software well to match the needs of below average pupils, those with special educational needs and those who do not speak English at home. Pupils are managed well. They are very engaged and motivated in ICT lessons. All

demonstrate confidence in using computers and concentrate well. They are able to work independently at computers and treat the equipment with care.

139. The co-ordinator's leadership and management actively promote high standards. She has used the suite for school workshops and extended its use to an extra-curricular club for older pupils. Teachers' planning for ICT has been supported and monitored. The training provided by the New Opportunities Fund and the National Grid for Learning has boosted teacher confidence and basic skills significantly. The school's ICT resources are good and include scanner, computer-controlled robot toys, laptop and smart board and digital camera. They are deployed and managed effectively and efficiently. Generally good use of the networked ICT suite promotes pupils' skills that can be further developed on class based computers. Pupils often use the web links in the suite to research their topics. ICT is used in a number of subjects, for example, in literacy, geography and art. However, wider curriculum use needs to be developed. The subject is supported by a policy and scheme of work that demonstrates how skills should be developed across the school. Moreover, there is a policy agreed with parents for the monitoring of access to the Internet that represents good practice. Procedures for assessment of pupils' attainment are good.

MUSIC

140. The provision for music is a strength of the school and pupils' standards of achievement are higher than those seen in many other schools. It was not possible to see music at the end of both key stages owing to timetable pressures and the timing of the inspection, but a video of the school concert was supplied, which gave valuable evidence and some recorder sessions and assembly music was added to that of the two lessons seen. This was ample to judge that the standard of music is well above average with Year 4 pupils seen performing at a level expected of Year 6 and beyond. At the last inspection, it was judged above average, so there has been further improvement.
141. Teaching is mostly done by a specialist who is in school for two days every week. Two lessons were seen, both in Year 4: one was very good, the other was excellent. Both had some very impressive features. In the recorder lesson, planning was very good and related directly to the teachers' individual assessments of all pupils in the group. The development of pupils' confidence, skills and accuracy was good as individuals played a two-bar phrase from a flash-card. They showed very good awareness of performance to an audience, playing unselfconsciously. An impressive evaluative dialogue was started as the 'audience' critically appraised the performers, recognising pitch and tempo and minor faults in fingering the instrument. The teacher showed her very high expectations as she led the group in practising difficult sequences of notation, exhorting the children to concentrate and get it right. They were as eager as her, listening carefully and practising; some dropped out because they felt they had not done enough practice to do justice to the music being produced by their peers.
142. In the other lesson observed, the objective was to develop part singing and playing. The teacher organised children into groups before they entered the classroom, ensuring no time was lost once inside. Such was their motivation that they practised the human body song for well over an hour, constantly striving to get it right. The most outstanding feature of the lesson was the way in which the teacher explained the features of the music, such as sequences and certain intervals, so that pupils knew what to look for in their performance. They were able to practise on their own, showing very good sense of musical self-discipline and perseverance. Such was the quality of their training that they used recognised musical techniques, such as counting themselves in, quite as a matter of course during rehearsal and showed great tenacity as they practised, reflecting the teacher's own very high standards. Singing in this lesson was very good. Pupils showed pleasure in and understanding of the words, played their accompanying instruments with accuracy and demonstrated a high degree of commitment and self-criticism.
143. Evidence of such high standards was strong in the concert (seen on video) put on at the end of last term as a culmination of pupils' study of music through the ages. The programme included music by Vivaldi, Haydn, Debussy, Mozart, McDowell, Dvorak, Scott Joplin, Fats Waller and the

Beatles. Although the only forces were recorders, percussion, singing and piano accompaniment, the variety of colour abundant in the arrangements depicted the character of each style very well. The Beatles' 'Lady Madonna', for example, was performed in an involved arrangement with singing and instrumental interlude played most rhythmically on pitched percussion. On display behind the performers were drawings of composers (Beethoven's moodiness was nicely caught) and some information about their lives. This full study highlighted the power of different kinds of music written by different composers of different times and obviously captivated these young performers. Praise from parents was evident in letters and at the parents' meeting.

144. The specialist teacher is also the co-ordinator and she does all the teaching. However, other teachers do follow up in class, as several attend music lessons with their pupils. The co-ordinator has her own music scheme which includes all the National Curriculum requirements. She tries to fit in appropriate music with topic work, such as Indian music when the class studied Chembokali in geography. She assesses pupils aged 11 against National Curriculum levels and her notes show that many pupils achieve levels which are expected in Key Stage 3.
145. All pupils perform and there is no apparent difference between pupils with recognised learning difficulties or those whose first language is not English. Music makes a strong contribution to multicultural education by introducing pupils to African, Indian and Arabic music through visits by, for example, African drummers, a tabla player and Indian dancers. However, the spiritual aspect of music is not particularly evident. Most time is spent on rigorous attention to detail of technical accuracy of performance without much regard for the deeper effect of the art. There is now no provision for individual instrumental lessons as there was at the last inspection.

PHYSICAL EDUCATION

146. Pupils' attainment at the end of both Year 2 and Year 6 is as expected of pupils of similar age nationally, as found at the last inspection. Pupils make satisfactory progress and boys and girls from all different ethnic backgrounds work well together. All have access to the curriculum, including those with special educational need and those who do not speak English at home. Their achievement is satisfactory.
147. In Key Stage 1, pupils carry out a series of instructions to move in a variety of ways, changing direction. However, they do not make good use of the space available. Pupils receive and send a ball in a variety of ways. They throw, catch and roll and use over, under and chest passes. They devise various games using the ball and employ good defence and attack tactics. By the end of Year 6, pupils understand the basic rules of several games such as football and tennis. An athletics lesson in Year 6 was observed: pupils practised long distance running, bean bag throws and long jumps. They have set targets for improvement for each week and they measured against their results to see progress. Pupils generally sustain physical activity for a reasonable length of time and are aware of the effects of exercise on their bodies and the benefits to their health and fitness. The visually impaired pupils are well aware of space and cope well with a little help. Teachers give due regard to safety issues.
148. Standards in swimming are in line with national expectations by the end of Year 6. All classes swim for one term a year, which causes some concern amongst parents who believe continuity of progress is affected. The school has no choice in timetabling swimming, which takes place at a local pool some distance away. The teachers are beginning to keep records of the pupils' attainment and this shows that pupils are again on line to reach the required standard. Pupils' attainment is also improved through extra-curricular activities such as dance, football and tennis clubs.
149. The quality of teaching is satisfactory and in some classes it is good and as a result, pupils' achievement is satisfactory. In good lessons, teachers have firm knowledge and understanding of the subject and they effectively demonstrate the skills to be learned very well, maintaining a brisk pace to keep their pupils' interest in the activities. Appropriate resources are prepared in advance giving good long periods for physical activity. Teachers give clear guidance to pupils to improve their skills and they respond positively when extra challenges are set. In Year 2, for example, the

teacher demonstrated how to throw a ball with control and accuracy and pupils enjoyed working hard in response to improve their skills. Pupils look forward to lessons and they concentrate and persevere to improve their skills. All teachers wear appropriate footwear and ensure that pupils are properly warmed up before starting and cooled down at the finish. Pupils are given opportunities to observe their peers' work and sensibly suggest ways of improving performance.

150. The school uses its generous accommodation of three halls and playground very effectively for the teaching of game skills and athletics. The resources for the subject are sufficient and are well used. The scheme of work gives good guidance to staff. The co-ordinator is new and her leadership role is still developing. She knows that teaching of dance and gymnastics is weak and is making provision for staff development once a permanent staff is appointed.

RELIGIOUS EDUCATION

151. By the end of Year 6, pupils achieve standards in line with the expectations of the Locally Agreed syllabus. No judgement is possible for Key Stage 1 as no lessons were observed nor previous work scrutinised due to the exigencies of the inspection. The curriculum map at least shows satisfactory coverage of special people, festivals, birth and growth. By the end of their time in school, pupils in Year 6 deepen their knowledge and understanding of the Jewish religion through the examination of a good collection of artefacts, including the Kippur and the Menorah. Younger pupils in Year 3 explore objects that can assume personal importance such as an object that has on it the Albanian flag given to an Albanian pupil by her grandfather, which she treasures. In Year 4, pupils who do not speak English at home drew on their knowledge and understanding of Islam to act as 'experts' and enable other pupils to learn something of their religion. Overall, all pupils satisfactory progress and those with special educational needs make good progress due to the level of support they receive.
152. The teaching of religious education in Key Stage 2 ranges from satisfactory to good. Where the teaching is satisfactory, all pupils make sound progress, as seen in a class-based discussion in Year 3, on their study of signs and symbols in religion. Some average and higher ability pupils understand the significance of the origin of symbols. Where the teaching is good, teachers review earlier work. Through explanations and encouragement they prompt the pupils to examine a range of materials and resources. Pupils in Year 4 make good gains in their knowledge and understanding of the Islamic religion and their major customs, through the vehicle of discussion between Muslim pupils and others that is a positive promotion of respect for others' beliefs. Higher ability pupils grasp the meaning and significance of the pilgrimage to Mecca by Muslims. In a good lesson seen in Year 6, the teacher reviewed their visit to a synagogue to deepen pupils' knowledge and understanding of Judaism. In a positive contribution to their spiritualism, the single observance of its kind seen during the inspection, the teacher lit a candle that prompted deep thought. Pupils spoke of God and of people they have personally lost. In all of the lessons observed, pupils had good attitudes to learning and concentrated well.
153. Leadership and management of the subject are satisfactory. However, there are some weaknesses. Although teachers plan in accordance with the guidance of the Locally Agreed syllabus, the co-ordinator does not monitor or evaluate how it is taught. The comparisons drawn between Christian beliefs and practices with the Moslem, Hindu and Jewish traditions support and promote moral values well. The teaching, as observed, also supports the school's social values. Nevertheless, the subject is poorly promoted and is not thoroughly integrated into the life of the school to give the pupils a range of spiritual experiences and to build on their own multi-faith knowledge and understanding. The celebration of festivals associated with the major religions is a significant part of the religious education curriculum. The school's priority should be to extend its use of local visits to and visitors from places of worship or celebration of various faiths to supplement with first-hand experience the good resources that support pupils' learning.