

INSPECTION REPORT

HOBAYNE PRIMARY SCHOOL

Hanwell, London W7

LEA area: Ealing

Unique reference number: 101888

Headteacher: Mr R G Fletcher

Reporting inspector: Michael J Pipes
17651

Dates of inspection: 16th – 19th September 2002

Inspection number: 246158

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

© Crown copyright 2002

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior with Nursery
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Greenford Avenue Hanwell London
Postcode:	W7 1HA
Telephone number:	(0208) 567 6271
Fax number:	(0208) 579 7389
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr T Jenkins
Date of previous inspection:	26 th – 29 th January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17651	M J Pipes	Registered inspector	Music Religious education Equal opportunities	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? What should the school do to improve further?
9079	Ms A Moss	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?
16773	Ms R Arora	Team inspector	English English as an additional language Geography Special educational needs	
3574	Ms K Singh	Team inspector	Foundation stage History	
19817	Ms J Dowsett	Team inspector	Science Art Design and technology (DT)	How good are the curricular and other opportunities offered to pupils?
21910	Mr G Longton	Team inspector	Mathematics Information and communication technology (ICT) Physical education	How well is the school led and managed?

The inspection contractor was:

PPI Group Limited
7 Hill Street
Bristol
BS1 5RW

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	8 - 11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	10 - 11
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	11 - 13
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	13 - 14
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	14 - 15
HOW WELL IS THE SCHOOL LED AND MANAGED?	15 - 16
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	17
PART C: SCHOOL DATA AND INDICATORS	18 - 22
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	23 - 35

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school serves a mixed catchment, which includes high-value private housing but also areas of social deprivation. The school is over-subscribed. There are 458 pupils (232 boys, 226 girls), well above the national average. Numbers have risen since the last inspection. Attainment of the pupils on entry to the nursery classes varies widely but is predominantly below average. About ten per cent (42) of the pupils joined the school other than at the usual time of first admission. The percentage of the pupils known to be eligible for a free school meal (21.6 per cent) is similar to the national average. About one-third (155) of the pupils are from ethnic origins other than white-British; most of these are from families long established in the area. Nevertheless, the percentage of the pupils speaking English as a second language (19.3 per cent) is high. Of these, five are at an early stage of language acquisition, and 30 pupils receive extra funding support. The percentages identified as having special educational needs (18.0 per cent) and with statements of special educational need (0.6 per cent) are both below the national average.

HOW GOOD THE SCHOOL IS

This is a good school, well managed and very well led by an enthusiastic headteacher who teaches regularly. When the pupils leave the school, standards are above average and, compared with similar schools, well above average. The teaching is predominantly good, with no unsatisfactory teaching seen during the inspection. There is an exceptionally good range of extra-curricular activities and very good attention to the spiritual, moral and social development of the pupils. The school celebrates, and is strengthened by, the diversity of ethnic and social backgrounds. The pupils work and play together happily without any inhibition and showing no consciousness of differences. There is a firm but friendly disciplinary framework. The school manages its finances well and gives good value for money.

What the school does well

- Over their time in school, the pupils make good progress: achievement is above average.
- Teaching is predominantly good throughout the school.
- The governors have a clear vision and the headteacher gives very good leadership.
- There is an excellent range of extra-curricular activities before and after school.
- There are very good relationships throughout the school and with the parents.

What could be improved

- Standards in information and communication technology, which are below average.
- The attendance rate, which is well below the national average.
- The specialist support for the pupils at the very early stage of English language acquisition.
- The sharing of responsibility with middle managers for monitoring and evaluation.
- Ensuring that the accommodation meets curriculum needs, for instance for library provision.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvements since the last inspection and has the capacity to continue that progress. The headteacher and governors produced a very effective plan to tackle the key issues raised in the previous inspection (1998). At the time of the last inspection in 1998, teaching was judged to be satisfactory overall. There has been an improvement since then, most noticeably in the infant classes, where national test results improved significantly in 2002. The school also now has a full set of schemes of work. However, although teachers have received training in information and communication technology (ICT), standards in the junior years are still below the national average. The impact of a programme of monitoring and evaluating teaching quality has been to improve the proportion of satisfactory and good teaching: no unsatisfactory teaching was seen during this inspection. The above

average standards of the pupils leaving the school have been maintained.

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	A	B	A
mathematics	C	C	C	B
science	D	B	C	B

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

From 1998 to 2001, standards at the end of Year 2 declined. The governors supported the headteacher in increasing time for the core subjects, English and mathematics. The 2002 results show a significant improvement. At the end of both the infant and the junior years, the proportion of the pupils attaining higher levels has increased significantly recently, a reflection of the good teaching. Most children reach the expected standards by the time they enter the infant classes, and make satisfactory progress through the infant years. The relatively higher standards at the end of the junior years are due to above average progress through the junior section, especially in Year 6. The targets agreed with the local authority for 2001 were met in English, but fell just short in mathematics. Of the work seen during this inspection, there have been improvements to above average in: art and religious education by Year 2 and English, science, art and physical education by Year 6. ICT remains weak in the junior section, but design and technology has recovered from unsatisfactory to satisfactory throughout the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils are enthusiastic, happy, keen to come to school and fully involved in the wide range of extra-curricular activities.
Behaviour, in and out of classrooms	Good. There are clear and high expectations, with minor infringements dealt with speedily. There were five fixed-period exclusions in the last academic year.
Personal development and relationships	Very good. The school's aim, 'caring and sharing', is reflected in the very good ethos. The school reflects the headteacher's vitality and enthusiasm.
Attendance	Unsatisfactory. Well below average and in the bottom ten per cent nationally.

Older pupils show a caring and responsible attitude to a satisfactory range of school duties, and in looking after the younger pupils. Any signs of oppressive behaviour are dealt with very quickly: the parents are particularly pleased with the overall level of good behaviour and the way it is managed. Very good attention is given to the development of the 'whole child', including reinforcing the idea of right and wrong, stretching the mind to appreciate the spiritual dimension and showing, by example, good social skills and insisting on good manners. Relationships are very good and a strength of the school. The staff are friendly and give of their time generously to the needs of the pupils. Attendance monitoring routines are good, but a few long-term absences have an adverse effect on statistics.

TEACHING AND LEARNING

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

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

All the teaching seen in the nursery and reception classes was good or very good. Pupils make good progress from below average attainment on entry. They meet the early learning goals and start Year 1 at standards in line with national expectations. In the infant years, there has been a significant improvement since the 2001 tests. Teaching is predominantly good, and the pupils make at least satisfactory progress. In Years 3, 4 and 5, two-thirds of the teaching is at least good and one third satisfactory. In Year 6, 18 out of the 20 lessons seen were at least good, with three quarters very good or, in two lessons, excellent. This very good teaching in Year 6 has a clear and positive impact on national test standards. Lessons are well planned for progress in knowledge, skills and understanding. Pupil management is a particular strength. Pupils with special educational needs, from ethnic minority groups, or who are reasonably confident with English as an additional language, are equally and fully included. However, those at the very early stages of learning English as an additional language sometimes do not get sufficient recognition and help from the class teacher, and there is too little expert help for them. The school has recently bought the software to enable it to monitor the progress of different groups within the school, such as boys, girls and different ethnic groupings. English and mathematics are both taught well throughout the school. The literacy and numeracy initiatives have had a good impact on acquisition of these basic skills and on the structure of lesson planning, now following a common school format.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum meets statutory requirements and there is a sensible apportionment of teaching time between subjects. The range and quality of the extra-curricular provision are exceptional.
Provision for pupils with special educational needs	Good. Provision is well organised and effective, with a trend towards in-class support rather than pupil withdrawal. Class teachers help to prepare individual education plans, set targets and monitor progress effectively.
Provision for pupils with English as an additional language	Satisfactory. The principle of 'immersion' works well for those with a sufficient grasp of English. They quickly become unnoticeably absorbed into class routines. However, those at the early stages of English language acquisition lack expert technical support, and this is a weakness in the school's provision.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The pupils' moral and social development is very good. The school works very well with the parents and good routines are established and maintained. The provision for spiritual development and awareness of cultural and multi-cultural issues are both good.
How well the school cares for its pupils	Well. All the pupils are given time and attention. Monitoring of academic performance is being reinforced by the introduction of software to help look for trends and anomalies. Parents speak very highly of the caring atmosphere, consistent with the school's aim: 'caring and sharing'.

The school works very well and closely with the parents. Parents make a good contribution to their children's learning by supporting homework and the many extra-curricular activities. The governors are very effective in supporting and encouraging the 'broad education for all' ethos of the school, maintaining the vision, and working hard to provide the resources. A new building, to be started soon, is planned to solve current difficulties with ICT and library facilities.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff.	Very good. The headteacher leads very effectively by example. However, middle management involvement in monitoring and evaluating the quality of teaching and learning is not developed fully enough. Financial resources are managed well and there is a keen eye to obtaining best value for money.
How well the governors fulfil their responsibilities	Very well. The governors have clear ownership of strategies for improving the school. They fulfil their statutory responsibilities very effectively.
The school's evaluation of its performance	Good. The school became concerned about the downward trend in the performance of seven-year olds over several years and in 2001/2002 increased the time for basic subjects and focused on reversing that trend. The 2002 results show a marked improvement. After the last inspection considerable effort was put into improving the quality of the teaching at the satisfactory/unsatisfactory borderline. This had a very positive impact.
The strategic use of resources	Good. As well as distributing base funding equitably, the school uses financial planning effectively to support its educational priorities. There is some slight weakness in the storage of resources, for instance in music.

The school is fully staffed and has one newly-qualified teacher and trainee teachers. A new major building programme is due shortly, but the older buildings are maintained in a very clean and tidy condition, with new windows recently fitted. The playing field is gradually being brought up to a high standard, consistent with the school's keen interest in sporting activities. The school office is very well managed and efficient, with a keen eye to obtaining best value for all money spent. There is a very good welfare provision, looking after minor problems and monitoring the personal development of the pupils.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see
<ul style="list-style-type: none"> • Their children like school and make good progress. • The teaching is good: there are high expectations. • The school is well managed and led. • Parents are kept well informed about progress. 	<ul style="list-style-type: none"> • A very few parents are unhappy with the range of activities outside lessons. • There is a range of views about how much homework should be set.

The parents, both in the meeting and through the returned questionnaires, expressed confidence in, and support for, the school. Inspectors confirmed the positive views expressed. They were impressed with the very wide range of extra-curricular activities, including those starting at 8am. and finishing with breakfast in the school, but would encourage a continuing dialogue about homework.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards throughout the school have improved since the last inspection. Test results for 11-year olds have improved in line with the national trend and stayed above the national average. Test results for seven-year olds deteriorated between 1997 and 2001, but rose significantly in 2002. This was because the school analysed the problem, took action and focused effort on securing improvement. It included increasing curriculum time for English and mathematics, which the governors discussed and approved. The test results in 2002 for seven year-old pupils show a considerable improvement, from well below the national average and below average compared with similar schools in 2001, to standards, yet to be ratified, near the national average. Throughout the school, there is no significant difference between the performance of boys, girls, pupils from ethnic minorities or pupils confident with English as their second language.
2. On entry to the nursery, most of the pupils are below average in their development, but the children in the current reception year look likely to meet the early learning goals and their standards are average. The overall picture is of: good progress in the nursery and reception years; satisfactory progress up to the age of seven; better progress through the junior years, with acceleration in the final year, where the teaching is very good.
3. In English, by the time the pupils are 11 years old, standards are above the national average, and well above those of similar schools, with many attaining the higher level 5 standard. Teachers focus on basic skills very effectively, and have high expectations of all pupils. Speaking and listening skills are developed well, but from a below average base. In later years, the level of language use develops rapidly and there are many confident and articulate pupils by the end of Year 6. Pupils read with increasing fluency and accuracy as they progress through the school.
4. In 2001, the results in mathematics for the 11-year-olds were close to the national average, and above similar schools, with a good number attaining the higher level 5. In 2002, however, there was a slight dip, mainly due to the large number of pupils in the group with special educational needs and the number of pupils who joined the school mid way through their junior education.
5. Standards in science are similar to the national average for 11 year olds and above average compared with similar schools. The 2002 results for 11 year olds are close to the national average but the proportion of the pupils gaining higher levels has increased significantly. In 2002, the results of teacher assessments of seven year olds show a significant increase in the number of pupils attaining the higher levels, compensating for a slight decrease in the percentage of the pupils attaining the expected Level 2.
6. Most of the pupils with special educational needs make good progress, and their achievement is good. This is due to the good range of teaching methods used by the class teachers, effectively supporting these pupils in coping with the language demands of the subject, and providing opportunities for developing the language in context. The overall standard of achievement of most pupils for whom English is an additional language is in line with their indigenous peers. However, the quality of support for pupils in the initial stages of English language acquisition is adversely affected by the lack of expert teaching. This is a weakness in the school's provision.
7. The school sets realistic and attainable targets based on the capability and progress of individual pupils. The targets for 2001, 85 per cent in both English and mathematics, were met in English (87 per cent), but not in mathematics (79 per cent). Lower targets for 2002, reflecting the admission of a number of pupils with special educational needs, were set by the school but revised upwards by the local authority. The school met its own targets but fell short of the local authority's expectations

by about five per cent.

8. Since the last inspection there have been improvements to above average in: English, science, art and physical education at Key Stage 2; art and religious education at Key Stage 1. Information and communication technology (ICT) remains weak at Key Stage 2, awaiting the new building, but design and technology (DT) has recovered from unsatisfactory to satisfactory throughout the school. The literacy and numeracy initiatives have been introduced successfully. They have had a beneficial impact on: lesson planning, awareness of common elements in the different subjects, and a clearer focus on the teaching of basic skills.
9. Targets set, and teaching strategies used, ensure that the pupils are made to work hard to acquire knowledge, develop skills and secure understanding. Those who spend seven years in the school achieve well and go on to secondary education well prepared for continuing study.

Pupils' attitudes, values and personal development

10. Throughout the school, the pupils have very good attitudes to school and to their learning. The school has worked hard to instil an appreciation of learning, and good attitudes among its pupils. These are reinforced by the school's good ethos. Parents report that their children enjoy coming to school. They are happy and look forward to their day. The pupils are polite, cheerful, and eager to learn, evident throughout the school, starting with the pupils newly admitted to the nursery class on a part-time basis. They have a positive approach to lessons and try hard to meet the expectations of the teachers. Pupils are enthusiastic about their work and are proud to share their successes, as in a Year 5 history lesson, when pupils were very keen to answer questions after watching a video. The welcoming and calm atmosphere promoted by the school provides an environment that encourages the pupils to do their best, and they respond well to it. They develop very good habits of working and settle down quickly to tasks. Sustained levels of concentration were observed in many of the lessons seen during the inspection, for example in a Year 6 literacy lesson where pupils settled into groups very quickly and worked hard and productively.
11. Behaviour in and around school is good. In many lessons and assemblies it was very good. In a Year 4 swimming lesson, all pupils were very well behaved while travelling to the pool by coach and while changing. During lessons, when there is a change of activities, pupils move quickly and with the minimum of fuss, without wasting valuable time. The rewards and sanctions systems are well established, and there is an absence of oppressive behaviour, including bullying and racism. There is a minority of pupils with specific behavioural difficulties, and all members of the staff manage them very well. If there are any outbreaks of boisterous behaviour at break times, the school reacts quickly and positively. There have been five fixed term exclusions in the past year: these have been used as necessary strategies, and part of the disciplinary framework.
12. There are very good relationships amongst the pupils, and between pupils and adults. The pupils work well together and co-operate and collaborate when necessary, as was seen in a Year 6 information and communication technology (ICT) lesson where pupils worked together to enter data onto a spreadsheet. Higher and lower capability pupils work well together, readily sharing their knowledge and skills, and this raises the quality of learning of the whole class. There are common rules throughout the school, which the pupils understand and follow. Pupils are friendly and treat each other and adults with courtesy and respect. They play in a happy, friendly atmosphere. Those identified as having special educational needs are totally integrated into all aspects of school life. Teachers use circle time sessions successfully to talk through any issues that may have arisen during, for example, playtime. The School Council has a positive impact on the life of the school. Pupils, therefore, are developing a good understanding of the impact of their actions on others, and respect each other's feelings, values and beliefs. This encourages the children in their personal development.
13. The pupils' personal development is very good. They readily accept responsibility by doing tasks around the school, such as setting up the hall for assembly and operating the overhead projector.

They collect for charities. Their personal development is further enhanced by the fact that they participate in the very wide range of extra-curricular clubs available to them, and are very successful in their sporting activities. Many of the pupils are involved in musical activities, such as the school orchestra, and the older pupils enjoy residential trips each year. Their self-esteem is regarded as very important and every opportunity is taken to enhance this.

14. Attendance levels are well below the national average. This is due mainly to parents keeping their children out of school for extended holidays. The school is very aware of the importance of high levels of attendance and follows stringent and appropriate procedures for registering pupils each day. Attendance is rising, but the level of absence is still a serious concern. There are clear mechanisms for following up any absences, and the school makes sure that parents fill in the appropriate application forms for extra holidays in term time. Pupils mostly arrive on time.

HOW WELL ARE PUPILS TAUGHT?

15. Teaching is predominantly good throughout the school. It is never less than good in the nursery and reception classes, and is predominantly very good in Year 6. During this inspection, four lessons seen were excellent, 29 very good, 37 good and 15 satisfactory. No unsatisfactory teaching was seen.
16. This represents a marked improvement since the last inspection in 1998, when teaching was judged to be satisfactory overall. The percentage of good and very good teaching has been maintained, up from 38 per cent to 39 per cent. The unsatisfactory teaching, eleven per cent, has been eliminated. This is a reflection of the impact of a monitoring and evaluation programme introduced after the last inspection, and which focused on planning, pupil management and teaching strategies. The most notable improvement recently has been in the infant classes, the impact being a marked improvement in test results in 2002. The school also now has a full set of schemes of work. Lessons are well planned for progress in knowledge, skills and understanding. Pupil management is a particular strength. The teachers know the pupils well and assessment, overall, is satisfactory, but this element is a relative weakness in the school's performance.
17. Teaching in the nursery and reception classes is good, and often very good. The staff know the children well and monitor their educational and personal development expertly. The children make good progress from below average attainment on entry. They follow the expected curriculum, meet the early learning goals and start Year 1 at standards in line with national expectations.
18. In Years 1 and 2, the infant classes, teaching ranges from satisfactory to very good, with one excellent lesson seen. Overall, the teaching is predominantly good, reflecting the recent focus to improve standards after a decline in national test results between 1997 and 2001. The good teaching matches raised standards in the 2002 tests and the pupils are now making better progress. At Key Stage 1, teaching is good in English, mathematics, information and communication technology (ICT), art and design, physical education (PE) and religious education (RE). In mathematics, half of the teaching seen was very good. This represents an improvement since the last inspection in English, mathematics, art and design, PE and RE, with no deterioration in the other subjects and no unsatisfactory teaching.
19. In Years 3,4 and 5, two-thirds of the teaching is at least good and one third satisfactory. In Year 6, 18 out of the 20 lessons seen were at least good, with three quarters very good or, in two lessons, excellent. This very good teaching in Year 6 has a clear and positive impact on national test standards. Overall, at Key Stage 2, teaching is good in English, mathematics, ICT, art and design, history, RE and PE. This represents an improvement since the last inspection in English, mathematics, art, history, PE and RE.
20. English and mathematics are both taught well throughout the school. The literacy and numeracy initiatives have had a good impact on acquisition of these basic skills, and on the structure of lesson planning, now following a common school format. In literacy lessons, the common lesson-planning

format ensures focus to the recommended aspects of learning, but with differing degrees of success. The whole-class opening sessions, concentrating on word, sentence or textual analysis, are always well prepared and delivered. In mathematics, most teachers use the opening session well for quick-fire mental agility development. In several of the classes seen, most notably in the upper junior years, the teacher gave intensive support to one or two groups while the other groups did well-planned work. In these lessons, very good pupil management kept them all working while the teacher concentrated on individual needs. The weakest element of the lessons is the plenary session at the end. Although useful to celebrate work done, the teachers rarely ask focused questions to test understanding and inform evaluation of what has, and has not, been learnt. The parents are not agreed about the amount of homework that they would like set. The school's policy reflects national guidelines.

21. All the pupils, including those with special educational needs, are fully and equally included in all activities in the classroom. The school is working towards a policy of minimum withdrawal from class activities for individual support, and looking to provide that support in the classroom. Ethnic diversity is celebrated and is a strength of the school, for instance in discussion in religious education about prayer routines and the segregation of men and women in the temple. The school has recently bought the software to enable it to monitor the progress of different groups within the school, such as boys, girls and different ethnic groupings. The co-ordinator of special educational needs (SENCO) works closely with specialist support services and class teachers to ensure effective teaching strategies are employed. Teachers have opportunities to discuss problems and concerns with her. Teachers plan suitable tasks well for all pupils with individual educational plans (IEPs). Their daily plans indicate organisation of the support for identified pupils in the class. The learning support assistants are well deployed to support pupils with special educational needs (SEN) as individuals or as part of a group. They work well with the teachers. The IEPs for the pupils with SEN are reviewed regularly and regarded as working documents. Several useful procedures have been put in place to combine the assessments of individuals. Achievement is regularly monitored and recorded. Targets in IEPs are realistic, attainable and generally achievable, but not always given a deadline for success. Literacy, numeracy, personal and social skills are suitably developed.
22. However, although most teachers acknowledge the needs of pupils acquiring English as an additional language (EAL), they are not sufficiently guided by the expertise in the field and some do not specifically plan with EAL pupils in mind. Teachers' regard to pupils' stage of learning English is limited. They therefore do not plan effectively with clear learning objectives and well-matched tasks, or make good use of interesting and appropriate resources for these young learners. Teachers, nevertheless, provide good general support and pupils' responses are good. There are some resources such as story props and tapes in different languages, but these are not readily available or used effectively in the classrooms. The quality of support by bilingual assistants, as judged in lessons where more focused support was given, is generally sound. They keep satisfactory records of pupils' progress and work. Pupils' home languages are well supported with good displays in various mother tongues around the school. Nevertheless, support for the pupils at the early stages of English language acquisition is a weakness in the school's provision.

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

23. The school provides a broad and balanced curriculum, which gives the pupils a good range of learning opportunities. A variety of events, residential visits, day trips and visitors ensures that the curriculum is relevant and interesting for all pupils. A significant strength of the school is the emphasis placed upon ensuring that pupils have equal access to the excellent range of extra-curricular activities. The curriculum in the foundation stage reflects the early learning goals well and provides a good start to the children's education. All pupils between the ages of five and 11 have access to the full range of National Curriculum subjects; statutory requirements are met. However, while awaiting the new buildings, the accommodation for the library and ICT are inadequate, a current but transitory weakness.

24. Curriculum provision for pupils with special educational needs is good. Pupils are supported well throughout the school. The pupils' targets are reviewed regularly, so that they derive good benefit from the curriculum. These pupils make good progress. There are no pupils for whom the curriculum is disapplied. The school's systems and planning ensure that the provision fully meet the new code of practice.
25. The pupils with English as an additional language enjoy similarly good access to the curriculum. They are supported satisfactorily within mainstream classes and withdrawal groups. The language demands of the curriculum are analysed, and some support is also given in other subjects, as in developing new subject-related vocabulary. A clear distinction is made between pupils with EAL and those with SEN. The school has begun to identify ways in which particularly gifted and talented pupils can be identified and receive additional support to enable them to make appropriate progress.
26. The quality of curriculum planning has improved since the previous inspection. Appropriate areas for development have been identified in the school development plan for each subject, and the senior management team recognise the need to check from year to year, as well as within a year group. Detailed schemes of work and medium term plans have been developed and implemented, which has ensured the steady development of skills in all subjects. Most policy documents have been revised to take account of National Curriculum changes that took place in 2000.
27. The school has good provision for promoting literacy and numeracy across the curriculum, and this is having a positive effect on standards. Teachers emphasise key vocabulary in subjects such as mathematics and science. Opportunities for improving pupils' speaking and listening skills are provided across the curriculum. The pupils listen carefully to their peers, and are encouraged to speak confidently. More extended writing is a feature of history, geography and science in particular. In addition to improving their numeracy skills in mathematics lessons, pupils have opportunities to practise them in other lessons. For example, data collected in a science lesson on foods is translated into graphs. Some teachers use registration periods with younger pupils to practise mental arithmetic skills.
28. The school's provision for personal, social and health education (PSHE) is good. Lessons introduce pupils to such issues as the need to listen and be listened to, bullying, and healthy living habits. Work is undertaken through discrete lessons for PSHE, through the science curriculum for topics such as drugs and sex education and through special sessions, for example in the Caring and Sharing Week, and through the School Council.
29. An excellent range of extra-curricular opportunities supplements the pupils' learning experiences. This includes a range of sports clubs such as football, cricket, netball, tennis and cross-country running. The school does well and is proud of achievements in competitive matches with other schools. There are also non-sporting activities such as art and design, drama, dance, sewing, recorder, board games, choir, Internet, and one to write a school magazine for publication. There is a very good participation rate before, during and after school in all these activities. Waiting lists exist, and all members of staff are involved. During the inspection older pupils were observed enjoying a drama session where the quality of work was very good. Pupils came early in the morning to take part in cross-country, ending in breakfast and a very good social occasion before school started. There are very good opportunities for singing and playing in a small orchestra. Pupils regularly go on visits and events such as theatre trips complement their work in school. For example, younger pupils have visited Odds Farm Park and used the visit to inform their science work on animals. Visiting a centre and taking part in activities reflecting the era enhanced a topic on Tudors. Residential visits for older pupils have focused on environmental studies and developing pupils' self-esteem and social skills.
30. The community makes a good contribution to pupils' learning. Professionals such as the police come into school to talk to pupils about their role. A pastoral support officer provides counselling. Expert artists and parents support the children during specifically organised events. Sports trainers

coach pupils at lunch times. Pupils have participated in a number of community projects such as the Ealing Science Challenge, the Hanwell Carnival and the Young Pavement Artist of the Year Competition. The Hobbayne Trust provides financial help for families who otherwise would not be able to participate in the various trips offered. Pupils regularly carry out a number of charitable activities to support initiatives locally, nationally and internationally.

31. The school has good links with partner institutions. Links are fostered with nursery schools in the area. The school is part of a local schools football league and takes part in other primary based sports fixtures such as netball. There are good links with local secondary schools. In addition to visits to these schools by prospective pupils, the school undertakes joint projects, for instance in science, with the neighbouring secondary school, and there is good liaison between staff.
32. There is very good provision for the development of pupils' spiritual, moral, social and cultural education, an improvement since the last inspection. Pupils' educational and personal development is successfully broadened in line with the school's motto 'Caring and Sharing'. This statement, together with the curriculum, encourages pupils to respect each other and their environment, and to help develop a wider understanding of the world.
33. The school's provision for spiritual development is good. This is achieved through collective worship, religious education lessons and opportunities in other lessons, such as music, science and English. For example a teacher's hushed tones in describing the flight of a peregrine falcon during a science lesson created a sense of awe and wonder amongst the pupils. The provision for moral education is very good, an improvement since the previous inspection. Moral messages are put across in collective worship, PSHE and circle time. The school's Golden Rules are displayed in classes and prominently around the school. Teachers and other adults are good role models for pupils, through their commitment, the care they show to pupils and the ways that they offer moral guidance. Linked with the moral provision is the school's very good provision for social development, an improvement since the previous inspection. The excellent range of extra-curricular activities encourages pupils to learn to play together constructively. Pupils cooperate well in lessons. Good social behaviour is also encouraged through residential trips, Caring and Sharing Week and classroom routines, which foster good relationships. Pupils throughout the school take on responsibilities within their class. Older children have a range of responsibilities at which they all take turns. Provision for pupils' cultural development is good, also an improvement since the last inspection. Successful attempts are made to increase pupils' cultural awareness, for example through music played in assemblies, artists studied, as well as visiting artists and authors, theatre trips, and artefacts used in lessons. Ethnic diversity is celebrated and used to very good effect, for instance asking the pupils to explain religious protocols.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. Pupils are very well cared for, and standards of pastoral care are very good. Induction procedures for children entering the nursery, and for other pupils joining the school at different times, are very good. Expectations are explained and integration is swift and successful. Procedures for monitoring and promoting good behaviour are good, and those for monitoring and eliminating oppressive behaviour are very good. Members of the staff have high expectations of good behaviour, and effective methods are in place to ensure that they are met. There is a shared understanding by all members of staff of the need to implement the guidance given in school policies, and good behaviour is encouraged in a way which makes sense to the children. Teaching and support make a significant contribution to provide a caring atmosphere and a safe and calm environment for all pupils, both in and out of lessons. All pupils are valued. The school counsellor is used effectively to support children and families who would benefit from their help. Playtimes and lunchtimes are well supervised.
35. Procedures for monitoring and supporting pupils' personal development are very good. The adults know the pupils well and respond sympathetically to each child. There is a strong emphasis on raising all pupils' self-esteem. Pupils are confident in their dealings with each other and with all

members of staff. Teachers give good praise and encouragement during lessons, and achievements - large and small - are all celebrated. This has a positive effect on pupils' confidence and encourages them to achieve more. There are opportunities for them to take responsibility with the daily routines around the school and there is a regular class council within circle time when pupils can discuss their ideas for improving the school. Child protection procedures are well in place, with appropriate staff fully trained. There is a designated person in charge of children who are looked after by the local authority. There is a comprehensive health and safety policy and regular risk assessments are carried out. Adults are receiving appropriate training to enable them to keep up to date with aspects of first aid.

36. Procedures for assessing the pupils' attainment and progress meet statutory requirements and are satisfactory. The schemes are based upon the national numeracy and literacy strategies and upon Qualifications and Curriculum Authority's schemes of work in other subjects. These procedures are satisfactory in most subjects, good in English and very good in mathematics. At present the school has an embryonic, coherent assessment framework that, if used uniformly by all staff, has the potential to make a significant impact on standards. The school administers regular internal testing, including National Curriculum tests in core subjects. Baseline assessments are used when children enter Reception. Information and communication technology is beginning to be used to record data, which will be analysed and made available to staff in all subjects.
37. There is a clear and useful formal 'whole school' procedure for monitoring the attainment and progress of pupils with special educational needs or for whom English is an additional language. Class teachers' continuous assessment in literacy and numeracy, as part of the whole-class procedure, is mainly good and well used. This is sufficiently informed by the demands of the levels of attainment of the National Curriculum. Targets for raising pupils' attainment are carefully identified on the basis of prior attainment and used effectively to inform the grouping of pupils, and for tracking their progress. Class teachers produce detailed written reports at the end of each year. Effective links are established with the educational psychologist, the school health adviser, occupational therapist, speech and language therapists. Pastoral care is a high priority within the school and its success can be observed in the confident way these pupils become happy members of the school community.
38. The procedures for monitoring and promoting attendance are satisfactory, even though attendance levels are below the national average. Attendance figures are entered and checked diligently and any unexplained absence or lateness is followed up. The school works closely with the Education Social Worker. Although the attendance rates are beginning to rise, there is still a significant problem with parents taking their children out of school in term time.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. Parents have very positive views about the school and warmly praise what the school achieves. They value its caring attitudes, and are satisfied that their children make good progress. They believe teachers know their children well, and that such secure personal relationships help pupils to want to succeed. Parents say that their children like school. They say the school is helping their children to become mature and responsible.
40. Most parents are very positive about the provision for pupils with special needs, or who are learning English as an additional language, and believe that these pupils are well catered for. The school liaises with parents at all stages. Parents are always encouraged to be involved in reviews and kept informed about individual education plans (IEPs). Regular contact is established for any exchange of information, and this enhances the provision. Translators and translations are arranged if and when needed. The ongoing interaction between school and home in supporting pupils' learning is suitably developed.
41. About a quarter of the parents who returned questionnaires were concerned about the use of the homework book. The headteacher has accepted that there is a need to look into this aspect, but

the use of homework across the school is satisfactory overall. A few parents felt that they did not receive enough information about the progress of their children. The information provided about pupils' progress is satisfactory, but reports, although they are clear and give targets in some subjects, do not explain consistently what progress the pupils have made.

42. The school is trying to involve parents as much as possible in the life of the school. Parents are very keen for their children to come to this school and speak very highly of the very good informal links with the headteacher and staff. They feel welcome in the school. They see links as a two-way process, ensuring pupils' interests are to the fore. Parents appreciate the weekly newsletters they receive, and they are informed about the curriculum and topics that their children will be studying. There is a clear home-school agreement. There are also regular parent-teacher consultation evenings. The school prospectus and governors' annual report to parents meet statutory requirements.
43. Parents' involvement in the work of the school is good. Some parents come in to help with reading and cooking. The Parent-Teacher Association (PTA) is a dedicated, hard-working group which provides valuable assistance to the school and has raised substantial amounts of money to buy, for example, plants, playground equipment and computers.

HOW WELL IS THE SCHOOL LED AND MANAGED?

44. There have been good improvements in leadership since the previous inspection. The headteacher provides very good leadership, setting very high expectations, continually striving for improvement and driving the school forward. He maintains a supportive environment in which staff and pupils feel secure and valued, where pupils work hard, enjoy very good relationships and show respect for adults and their friends. All staff and governors are committed to the school's aims that include a strong emphasis on personal as well as academic development. The essence of the school's mission statement is evident in all aspects of its work. This view was strongly endorsed at the parents' meeting.
45. The governing body fulfils its statutory responsibilities. The governors have made good progress in overseeing the meeting of the key issues from the previous inspection. The governors share the headteacher's vision for the school and its pupils, have a broad range of experience, bring many skills to the school and are a valuable source of support. Overall, governors have a clear view of the school's strengths and weaknesses. They are kept fully informed by the headteacher. The chair of governors knows about pupils' standards of work, how much progress pupils make and he provides excellent support and direction for the school. The headteacher receives good support from the governors' committees in all areas of the school's work. The special educational needs (SEN) governor is actively involved in this area of responsibility. There are good arrangements in place for annual reviews and all parties involved with the child normally attend these. There is an action plan for SEN as part of the school improvement plan. Suitable resources are being developed. Resources, including staff, are managed effectively to support both SEN policies and pupils. There is special access for the disabled. The school meets the requirements of the Code of Practice. However, the teachers, lacking expert guidance, do not provide so well for the pupils at the early stages of English language acquisition. This is a weakness in the school's provision.
46. Governors are actively involved in monitoring the progress being made in the school's clear improvement plan, which is discussed at every governors' meeting, so their awareness of this aspect of the school's work is good. The plan identifies priorities for development. The governors have a very clear overview of the school's performance and progress. Although they keep a close check on the budget and maintain a small surplus, they also ensure that the priorities in the school improvement plan are implemented effectively and that the money allocated for the pupils' education is spent wisely. Good use is made of specific grant funding made available to the school. The office is very efficiently managed and makes very good use of up-to-date technology and systems. The most recent audit raised no significant concerns.

47. The headteacher supervises good management and works very effectively with the acting deputy headteacher and the senior management team. The delegation of responsibilities to subject coordinators is becoming more effective. Teachers particularly appreciated recent opportunities to carry his responsibilities while he taught to cover a teacher absence. They are conscientious in their approach, regularly monitoring teachers' planning and scrutinising pupils' work. They do not, however, have opportunities to monitor teaching and learning in the classroom. Since the previous inspection, the monitoring of teaching and learning has been conducted by the headteacher and the local education authority advisers in English, mathematics and science. This has led to a significant improvement in raising the standards of teaching. The subject managers for English, mathematics and science assess the results of tests in detail and set challenging targets for pupils' performance. They monitor progress and resolve any issues that may arise.
48. The local college appreciates that the school supports the training of teachers very well. During the inspection two students were on postgraduate training, and were fully included by all staff in the life of the school and provided with good opportunities to work with pupils and teachers in a range of settings. Consequently, they were gaining in confidence and giving positive support to those pupils with whom they were asked to work.
49. The school is fully staffed by suitably qualified and experienced teachers, who are effectively deployed to meet the demands of the curriculum and to support pupils with special educational needs. All the teachers have high levels of professionalism, dedication and commitment. They plan their work conscientiously, readily sharing experience and expertise. There are good and effective arrangements for staff development, guided by the agreed priorities in the school. The school is well served by non-teaching staff, all of whom are totally committed to its aims. Lunchtime supervisors provide a high standard of care at midday and know the pupils well. The site supervisor and his staff ensure that the buildings, grounds and resources are well maintained. They also ensure a high standard of cleanliness. Administrative support is very effective and efficient. The administrator and finance officer make a significant contribution to the smooth running of the school, discharging a wide and diverse range of responsibilities and providing a warm welcome to all visitors.
50. New procedures for performance management have been successfully implemented. The headteacher and staff all have school and personal targets that are reviewed on a regular basis.
51. Many improvements to the accommodation have been made since the previous inspection. For example, internal decoration has been completed and new windows in the main building have been provided. A complete overhaul of the school's playing field, financed by the Parent-Teacher Association, has made a big difference to the pupils' opportunities for games and recreation. The computer suite was in use for the first time during the week of the inspection but at the moment there is no satisfactory room for a library. Until the new buildings, due to be started in January 2003, are completed, the school's accommodation continues to be unsatisfactory although all staff make very good use of every available space. Resources in English, mathematics, science, design and technology and physical education are good. They are satisfactory in all other areas of the curriculum except music, where instruments, which were damaged during the summer holidays, are soon due to be replaced. The school makes very good use of its hard surface playing areas and field and the local authority pool provides excellent facilities for the teaching of swimming.
52. The drive, enthusiasm and clear-sightedness of the headteacher and governors have meant that the school has made good progress since the previous inspection. Effective systems for moving the school forward have been established and the dip in attainment at the end of the infant years has been reversed. The school is in a very good position to improve further and now gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

53. To improve standards and the quality of education for the pupils, the governors, headteacher and staff now need to:

- (i) improve standards in information and communication technology by ensuring that resources are deployed and used effectively, especially in supporting learning in other subjects;

(paragraphs 8, 103, 107, 108, 110)

- (ii) continue good efforts to improve the attendance rate, currently well below the national average;

(paragraphs 14, 38)

- (iii) provide better support for pupils at the early stages of acquiring English as a second language by increasing class teacher awareness of their needs, and providing specialist support and programmes of study;

(see paragraphs 5, 22, 45, 76, 88)

- (iv) increase the responsibility of middle managers by involving them more in the monitoring and evaluation of teaching and learning in their specialist areas;

(paragraphs 47, 97, 99, 101, 104, 107)

- (v) ensuring that, as soon as possible, accommodation provision and deployment match curriculum needs by planning, especially, for library and information and communication technology (ICT) facilities.

(paragraphs 23, 58, 79, 101)

In addition, the headteacher and governors may choose to include the following more minor matters:

- improve the storage of music resources (see paragraph 112);
- improve outside play possibilities for Reception Year children (see paragraph 58).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	85
Number of discussions with staff, governors, other adults and pupils	38

Summary of teaching observed during the inspection

	Excellent	Very Good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	29	37	15	0	0	0
Percentage	5	34	43	18	0	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 points.

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)	47	411
Number of full-time pupils known to be eligible for free school meals	0	92

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	31

English as an additional language	No of pupils
Number of pupils with English as an additional language	73

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	42
Pupils who left the school other than at the usual time of leaving	28

Attendance

Authorised absence

	%
School data	7.6
National comparative data	5.6

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	24	33	57

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	16	22
	Girls	27	28	30
	Total	43	44	52
Percentage of pupils at NC level 2 or above	School	75 (82)	77 (85)	91 (92)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	20	24
	Girls	29	31	33
	Total	45	51	57
Percentage of pupils at NC level 2 or above	School	79 (88)	89 (90)	100 (98)
	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	29	32	61

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	22	28
	Girls	30	26	30
	Total	53	48	58
Percentage of pupils at NC level 4 or above	School	87 (84)	79 (82)	95 (92)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	25	25
	Girls	29	28	27
	Total	45	53	52
Percentage of pupils at NC level 4 or above	School	75 (80)	87 (78)	85 (92)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

Categories used in the Annual School Census
White - British
White - Irish
White - any other White background
Mixed - White and Black Caribbean
Mixed - White and Black African
Mixed - White and Asian
Mixed - any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British - Bangladeshi
Asian or Asian British - any other Asian background
Black or Black British - Caribbean
Black or Black British - African
Black or Black British - any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
180	3	0
0	0	0
19	0	0
0	0	0
0	0	0
0	0	0
0	0	0
20	0	0
9	0	0
1	0	0
0	0	0
29	2	0
29	0	0
7	0	0
1	0	0
60	0	0
0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR -Y6

Total number of qualified teachers (FTE)	17.5
Number of pupils per qualified teacher	23.5
Average class size	29.4

Education support staff: YR - Y6

Total number of education support staff	14
Total aggregate hours worked per week	277

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	47
Total number of education support staff	1
Total aggregate hours worked per week	33
Number of pupils per FTE adult	23.5

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	1 101 938
Total expenditure	1 095 540
Expenditure per pupil	2 356
Balance brought forward from previous year	0
Balance carried forward to next year	6 398

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

360

Number of questionnaires returned

115

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	27	0	1	0
My child is making good progress in school.	65	30	3	0	1
Behaviour in the school is good.	42	54	3	1	0
My child gets the right amount of work to do at home.	35	35	21	3	1
The teaching is good.	70	27	1	0	1
I am kept well informed about how my child is getting on.	57	30	10	2	0
I would feel comfortable about approaching the school with questions or a problem.	77	21	0	2	0
The school expects my child to work hard and achieve his or her best.	63	30	4	1	0
The school works closely with parents.	56	34	8	3	0
The school is well led and managed.	70	25	4	0	0
The school is helping my child become mature and responsible.	70	27	3	0	1
The school provides an interesting range of activities outside lessons.	65	24	3	0	8

Summary of parents' and carers' responses

The parents' meeting was very positive. The questionnaires and the evidence gleaned during the inspection support these views.

Other issues raised by parents

There is a range of views about whether, or how much, homework should be set. Parents particularly welcome the school's attention to the broader curriculum, including the excellent range of extra-curricular activities.

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

54. The school has maintained the good provision in the Foundation Stage observed in the previous inspection. Consistently good, and sometimes very good, teaching gives children a good start to their education. Children are admitted to the Nursery in September following their third birthday. They go into the Reception classes when they are four. There are 50 children registered to attend the two part-time sessions in the Nursery. Fifty-nine children are in the Reception classes. At the time of the inspection, not all children had started in the Nursery and Reception children were attending part time sessions to ease the settling in process.
55. Parents and children are well prepared before they start school. Teachers make home visits and parents with their children are invited to the school before they start Nursery and Reception classes. Good induction procedures ensure that children quickly settle into the routines. The Foundation Stage co-ordinator gives detailed information about the curriculum, so that parents can support their children's learning.
56. The school follows the Early Learning Goals of the nationally recommended foundation stage curriculum. These consist of six areas of learning: personal, social and emotional development; communication; language and literacy development; mathematical development; knowledge and understanding of the world; physical development; and creative development. Each area of learning is made up of four stages, or stepping stones, from which both progress and standards can be measured.
57. The majority of the children's attainment on entry to the Nursery is below average in most areas of learning. Children respond well to the well-structured programme of work and good quality and range of opportunities for learning. They achieve well and most children reach the expected standards by the end of Reception class in all six areas of learning. Some higher attaining children exceed them. Children with special educational needs receive well-planned support to meet their learning needs and this helps them to make good progress. Children who are learning English as an additional language are well supported by all staff and also receive additional specialised support. This enables them to develop the necessary language skills to gain access to the whole curriculum.
58. Two teachers job-share in the nursery. All staff work very closely and job-share work does not have any negative impact on teaching and learning. Two teachers teach Reception classes. Two nursery nurses and one classroom assistant work in the Foundation Stage classes and all contribute positively to the teaching and learning. The indoor accommodation is good and the curriculum is extended through the use of an outdoor area in the Nursery. However, there is no covered outdoor area and in inclement weather children's access is restricted. The Reception classes have no direct access to the outdoor area and this restricts some opportunities for children to explore and investigate through first hand experiences.
59. The quality of teaching is consistently good, with some very good lessons seen in all classes. The children make good progress in all areas of learning as a result of this good teaching. Teachers and their assistants plan very effectively using national guidance, and place appropriately strong emphasis on ways to improve the children's personal, social and emotional, communication, language and literacy and mathematical skills. They have a good grasp of how children learn through play, and provide an imaginative range of activities, with clear intentions that match well the children's level of attainment and skill. All resources are used effectively to promote learning. There is a good balance of staff-directed and a child's self-chosen activities. Teachers' expectations of behaviour are high and this leads to all children being purposefully involved in a calm and quiet learning atmosphere. There is a good understanding of the needs of children who speak English as

an additional language. Teachers use appropriate methods, such as using visual materials, modelling language and asking children to repeat words and phrases. They use praise effectively to motivate the children.

60. The Foundation Stage coordinator provides good leadership and manages well. Monthly meetings are particularly useful to share expertise and keep everyone up to date about the newly acquired resources and to plan visits to places and visitors to the school. Procedures to monitor and assess children's progress are very good and well established as a part of planning in both the Nursery and the Reception classes. The children's progress is tracked through observations on focused activities that are recorded in each child's record book. Ongoing evaluation and assessment are used very well to inform planning. Parents are well informed about their children's progress and attainment in all six areas of learning through the termly meetings and the end of year reports. Homework, taking books to share with parents, is used appropriately to help the children's progress in reading.

Personal, social and emotional development

61. The development of the children's personal, social and emotional development is given a high priority and is promoted at every opportunity. By the end of the reception year, most children are on course to attain the standards expected of the Early Learning Goals.
62. In the nursery, most children settle well and enjoy the nursery experience. They quickly adapt to the routines of the day, make friends with other children and show confidence in the staff. They are encouraged to work co-operatively, and take responsibility for themselves. They come into the nursery with great enthusiasm, and most separate happily from parents. Children are well motivated and apply themselves well to tasks, for example when they play together with toy caterpillars and butterflies. They help each other and share the computer mouse to colour pictures. This has a positive effect on their achievement. They have good relationships and show good consideration for the needs of others. For example, they help each other to push chairs under the tables and tidy up at the end of the activities. Children are well behaved; they concentrate well and sit appropriately in whole-class sessions, for example during story times and singing sessions. They are learning to share the equipment fairly and wait for their turn to use the computer, the climbing frame or have their turn on tricycles. Children are independent in their personal hygiene, put on their own coats for outdoor play and change for physical education lessons. Children have a clear understanding of the difference between right and wrong. They understand simple rules like not running indoors and are keen to abide by them. Children of all ethnic backgrounds play happily together.
63. In the Reception classes, children respond well to a more formal structure and to stories, whole class writing and numeracy sessions. They are familiar with classroom routines, move sensibly to appropriate tasks and concentrate well for their age. The good range of stimulating activities provides opportunities for children to make independent choices, select activities and engage in imaginative play.
64. The overall quality of teaching and learning in this area is good. Children achieve well because they are constantly encouraged to develop high levels of independence. All adults provide good role models and there are good relationships between adults and children. Children are treated with courtesy and respect, and in turn learn to behave in the same way. Children are provided with a secure, caring environment where they flourish.

Communication, language and literacy

65. Children achieve well in this area of learning and by the end of the Reception year, most children meet the standard of the Early Learning Goals. Most children speak confidently and have the expected listening skills. They enjoy listening to stories and take part in reading familiar phrases. For example in the Nursery children listened to the story of the 'Apple' and actively joined in the parts of the story that were familiar to them. In Reception class they listened to the story of Jack and the Beanstalk and 'My History' and, with expert guidance from the teacher, improved their phonic

skills. Children handle books correctly and higher attaining children are beginning to use picture cues to tell a story and read some familiar words in a text. They are learning the sounds and letter names of the alphabet.

66. Most children in the Reception classes are learning writing skills. They draw and paint with increasing control. Most children write their names without adult support. They make good progress in small groups, with adults giving individual support. They learn to practise writing the letters of the alphabet.
67. The overall quality of teaching in this area is good. In the Nursery, children are given many opportunities to draw and learn to write. Children are encouraged to talk about what they are doing. This supports them in making good progress in their speaking skills. There are many opportunities for the children to develop new vocabulary as they collectively discuss pictures in the storybooks and in whole class reading sessions. Teachers of reception classes successfully introduce the children to the type of work recommended in the National Literacy Strategy. This contributes well to their learning. The systematic teaching of phonic skills helps children with their reading and spelling. Children who have potential special educational needs and those who are learning English as an additional language are well supported in most activities. However, there are not many opportunities for children to experiment and develop early writing skills.

Mathematical development

68. Most children are on course to reach the expectations of the Early Learning Goals by the time they have completed the Foundation Stage. In the Nursery, children match, sort and count using everyday objects. They are beginning to recognise simple everyday shapes such as circle, triangle and square. Throughout the Foundation Stage, the children are taught a good range of number songs and rhymes. This helps them to understand the concept of adding and taking away. Children in the Reception classes have opportunities to take part in well-planned practical activities, write number symbols correctly and learn the value of numbers. Most children count to 10 in a range of situations and higher attaining children count to 20 and beyond.
69. Mathematics is taught across the curriculum, as well as in specific lessons. The quality of teaching and learning is good. In the Nursery, members of staff make good use of every opportunity to improve children's counting skills. In reception classes, there are whole-class numeracy sessions each day where children continue to focus on counting and recognising numbers. Children are suitably helped to learn mathematical language, such as, 'longer', 'shorter', or 'taller than'. Teachers have good subject knowledge and they plan very well with clear learning objectives, which they share with the children. In group-work, children's needs are well targeted. The variety of teaching strategies employed engages children's attention well and encourages enthusiastic responses to mathematics. Staff assess the children's progress very well and use this to plan next steps in learning.

Knowledge and understanding of the world

70. Attainment of the majority of children is in line with the expected Early Learning Goals by the end of reception year. Children achieve well in this area of learning. In the Nursery, children learn the push and pull movements when they roll play-dough and play with wheeled toys. They learn about their families when they draw and write about them. They learn to explore and investigate when they plant seeds. They learn how heating can bring changes when they cook jam tarts and cakes. When using the computer, children learn to manipulate the mouse to operate the program on the screen. They learn about a variety of materials when using construction toys, sand, water and play-dough. In reception classes, children learn about the past when they compare themselves with when they were babies. They learn about their locality through visits to the local shops. Children learn about faiths and social customs through the celebration of Christmas, Chinese New Year, Diwali and other festivals. Children explore everyday objects of interest, and develop skills to find out how things work such as when they make a movable body of a child by joining different parts with pins. They

learn about floating and sinking when they play with water. For example, a child discovered that a shell floats but when water gets in the shell it sinks 'because it got heavy'.

71. Teaching and learning are good. All adults support children well in investigating their surroundings and encourage them to solve problems. Children who speak English as an additional language and who have special needs are well supported.

Physical development

72. By the end of Reception year, the children's physical development is appropriate for their age. There is good provision both indoors and outdoors for Nursery children to develop their physical skills. Children show good awareness of space and control when they use wheeled toys. They use the large apparatus to climb and balance. Nursery children move with good control and co-ordination when they walk over the tyres. Reception children have opportunities to use the playground at fixed times and to improve their confidence and skills in climbing, throwing and catching bean bags and balls effectively. In the school hall, both nursery and reception children learn to be aware of space and develop co-ordination and control in lessons. Reception children show good skills in moving in different ways such as jumping, walking, slithering and hopping. Most children handle pencils, brushes, glue spreaders, craft tools and construction kits appropriately. Many control the computer mouse appropriately. Construction kits, puzzles and cooking all give good opportunities to children to use their hands carefully. Inside the class, children move confidently, negotiating their space.
73. Overall the quality of teaching and learning is good. The children are given regular access to well organised activities to further develop the skills gained in the Nursery.

Creative development

74. Children are offered a wide range of opportunities that stimulate their imagination and enable them to make good progress and achieve the Early Learning Goals by the end of Reception year. Children know an appropriate range of nursery and action rhymes. They use pencils, felt pens, crayons and paints confidently to present their ideas through drawing, painting, printing and modelling. They experiment with a range of art materials and techniques when they print, make collage pictures and make models with play-dough. Reception children draw from observations of their photographs when they were babies and create pleasing results. They play imaginatively with small toys and use the role-play to enact their visit to the doctor.
75. The overall quality of teaching and learning is good. Children are given opportunities to experiment with materials and to make their own creative responses. Role-play activities allow children to explore make-believe situations together, as they pretend to be parents and wash and dress their babies in the home area.

ENGLISH

76. Standards have improved since the last inspection and, by the age of 11, the pupils attain standards that are above the national average. Standards for the seven-year-olds are average and show a significant improvement on previous performance. Teachers are very skilful in planning and teaching the basic skills in English and have high expectations of all pupils. As a result, most pupils, including those with special educational needs or from ethnic minorities, make good progress over their time in the school. There is no significant difference between boys and girls, but the boys are slower developing writing skills, as shown by tests at the end of the infant years. Progress of the pupils for whom English as an additional language is, however, rather more limited. This is due to the shortage of specialist support to provide focused teaching, particularly for those very new to the English language.
77. Speaking and listening skills are average throughout the school. In a Year 1 lesson, pupils listened

carefully to two versions of the story of Little Red Riding Hood and discussed the differences and similarities in the events of the story enthusiastically. Some teachers consciously plan to improve and extend pupils' speaking skills through 'role-play'. In Year 2, small-group work provides opportunities for adults to act as good language models, and to encourage children to express themselves clearly. More capable pupils progress well and are confident and articulate by the end of Year 6. In the drama club, pupils from junior classes were seen using speaking skills of a good quality through a well-planned activity. The pupils' vocabulary is extended further and they begin to use complex and grammatically accurate sentences. Their own reading and the teachers' use of good subject related vocabulary in class discussions play an important part in this development. Most pupils know how to explain their opinions and ideas about stories in interesting ways. However, there are too few opportunities, especially for the higher attaining pupils, to speak at length and use a variety of expression and vocabulary. Pupils with English as an additional language make sound progress in speaking English. Most pupils, once they have acquired a basic competence in English, begin to make more rapid gains and speak in line with their peers. However, a few, particularly in Years 5 and 6, are reluctant to interact and make contributions to class discussions.

78. In Year 2, pupils attain satisfactory standards in reading. There is a strong emphasis on the teaching and learning of letter sounds and blends. Most pupils make expected progress as a result of an effective combination of direct teaching of phonics and other help aimed at developing pupils' vocabulary. The higher attaining pupils read simple text fluently. Their reading is usually accurate and often expressive. They are eager to answer questions about the text and improve their understanding. Year 1 pupils have a good grasp of letter sounds to help them tackle words that are unfamiliar to them. Most pupils master new words with reasonable confidence. They begin to show preferences for certain types of books and most understand the key elements of stories. Pupils with special educational needs or who speak English reasonably fluently as an additional language achieve well in reading, as they are identified early and embark on a well-structured literacy programme, with realistic short-term targets.
79. Pupils in Year 6 are on course to attain above average standards in reading. The books read by pupils in Year 3-6 are appropriate to their interest and level of attainment. The range of reading material is extended as the pupils move through the school and more able readers choose books freely. Pupils read with increasing fluency and accuracy as they progress through the school. Most pupils talk about favourite authors with discernment and have a critical appreciation of a range of books. While lower attaining pupils still interpret their reading literally, most average and higher attaining pupils show a growing understanding of more complex language, as well as identifying the underlying meaning or appreciating the subtleties of humour. Pupils use non-fiction books to locate and retrieve information within the classroom, but the independent research and study skills of the majority are not fully developed, particularly in subjects such as history and geography. The school library provision is currently unsatisfactory.
80. Pupils make frequent references to reading at home. Reading at home is well established and has a positive effect on pupils' interest and attainment. Guided reading sessions also help pupils' progress in reading. Teachers keep good ongoing reading records, to identify weaknesses and target pupils' learning.
81. Standards in writing are average and signify good achievement for the majority of pupils. In Year 1, all pupils are taught the skills of letter formation well as they begin to understand the sounds of particular letters. Year 2 pupils are further extended and learn about letter combinations and common spelling patterns. The most capable seven-year-olds write very well. Pupils regularly practise letter formation. They join up script and generally spell well. By the end of Year 2, most pupils have mastered these skills and are beginning to think about the overall structure of their writing, such as the setting, characters and plot, when writing stories.
82. In Years 3-6, the scope of writing is extended well. Pupils write for a range of purposes, including narrative, description, letters and instruction. Competence in spelling and punctuation is now well

established. In a lesson, Year 4 pupils produced poetry of a very good quality with phrases such as, 'the taste of the rainbow' and 'a feeling from the lilac sky'. By age 11, pupils are introduced to the main features of specific genres, for example, writing reports and autobiographies. Although a few are still striving to express themselves clearly in writing, most write fluently and at length. Standards of handwriting are good. Most pupils write neatly and many develop their own personal style and consistently use joined-up script.

83. Teaching of English is good overall with some very good features, especially in the junior classes. In two excellent lessons seen, the teachers constantly challenged pupils through probing questions, and conducted the lesson at a brisk pace. As a result, pupils of all capabilities were actively engaged and put a lot of effort into meeting the expectations set for the lesson. Teachers across the school have a very good understanding of how to teach reading and writing. They make sure pupils know what they are expected to learn and how this links with what they have covered previously. In the main, the pupils' achievements parallel the quality of teaching.
84. The national literacy strategy has been incorporated into the scheme of work, and teachers implement it effectively. Lessons are well planned and organized, with a good mix of whole-class, group and individual work. Most teachers use suitable methods and strategies to develop good listening and to improve concentration and the pace of working. The management of the pupils is consistently very good. Most teachers maintain a good level of support for pupils with special educational needs and those with English as an additional language. These pupils sometimes leave the classrooms for short, intensive group sessions. Teachers know their pupils well and set clear targets of work for individuals and groups of pupils. They have very good relationships with them and encourage good manners and social skills.
85. Pupils have good attitudes towards the subject and these contribute well to their learning. Most pupils are attentive, eager to answer questions and join in class discussion, where they express themselves clearly. They behave well and concentrate on their work.
86. The management of the subject is satisfactory. Both coordinators are very new to the role and gaining awareness of the strengths and weaknesses in teaching and learning throughout the school. The procedures for tracking and recording pupils' progress are good. The marking of pupils' work is generally helpful. In the best examples, teachers make constructive comments and give suitable guidance. Resources are good for effective teaching and there have been some useful additions of books to support guided reading sessions. Not all teachers are trained in effective strategies to teach English as an additional language. Lessons are not always planned systematically to meet individual and group needs, when specialist support is not available. Overall, there has been improvement since the last inspection, not least because the headteacher regularly teaches writing.

Literacy

87. Literacy skills are promoted satisfactorily in English lessons and across the curriculum, such as when reading and writing about events of the past in history, and explaining and recording conclusions of scientific experiments. The use of computers to draft or word process is currently less advanced than normally seen, but is developing. Where computers were used in lessons, some pupils were seen working with speed and accuracy.

MATHEMATICS

88. In the National Curriculum tests for seven-year-olds in 2001, standards were well below the national average and below average when compared with similar schools. The test results in 2002 for seven year-olds, however, show a considerable improvement. This is due to improved support and extra time provided for these pupils and a clear focus on the development of mathematical language and mental work. Inspection evidence indicates that Year 2 pupils are making good progress and reaching average standards. In 2001, test results for the 11-year-olds were close to the national

average. In 2002 there was a slight dip in the results for 11-year-old pupils, mainly due to the large number of pupils in the group with special educational needs and the number of pupils who joined the school mid way through their junior education. The present Year 6 pupils are well on target to improve the school's results in 2003. Pupils with special educational needs or who speak English as an additional language attain their targets in their individual education plans. Over the past five years, there has been no significant difference between the boys' and girls' results, although there have been variations in individual years.

89. Year 1 pupils count forwards and backwards to 20 confidently. They follow up mental activities with group work, which gives all pupils opportunities to consolidate their knowledge. Year 2 pupils work with enthusiasm with their teacher on the large 100 number square, adding on numbers to those indicated by the teacher. They produce number sentences and enjoy developing these in their group work. Pupils in Year 3 to 6 continue to make good progress in their learning and apply their understanding to solve a wide range of increasingly demanding problems. For example, in a very good Year 4 lesson, pupils worked through a series of games with great enthusiasm to find out how much money they had at the end. The majority of pupils in all classes apply themselves enthusiastically to their tasks and work conscientiously. In many lessons the pupils used small whiteboards to show instant answers to mental agility questions. This gave all pupils an equal opportunity to take an active part in the lesson and allowed the teacher to assess how well they were learning. An analysis of the pupils' work from the previous year shows that pupils cover all areas of the curriculum, including handling data, measurement and shape. By the time they reach Year 6, they are well prepared for national tests.
90. Throughout the school, the quality of teaching is never less than satisfactory. In almost half the lessons seen, it was very good. Teachers plan carefully for pupils of all capabilities. Teaching assistants provide good support for pupils with special educational needs. Teachers are enthusiastic, have high expectations of behaviour and presentation and use their good subject knowledge and questioning skills to assess pupils' understanding. In a Year 4 lesson, the teacher's enthusiasm for the subject was so great that it fired her pupils with equal enthusiasm for the task. The classroom was a hive of activity, with very good habits of work clearly established early in the term. Teachers bring pupils together at the end of a task for a worthwhile review of what has been achieved. They use this opportunity well to praise and encourage pupils and this improves their confidence and self esteem.
91. Assessment procedures in mathematics are very good. Detailed analysis has been made of test results and this is helping teachers to identify areas of the curriculum for extra attention. For example, fractions and decimals have been identified as needing improvement and are one of the targets this year. Resources are good and are well used by all staff to provide pupils with very interesting activities which help to keep their interest and attention. The marking of pupils' work is satisfactory and includes comments to praise and encourage pupils. The use of information and communication technology, a comparative weakness, is becoming more widely used now that better resources are available. During the inspection, most classes used their computer to support work well suited to the lesson's objective.

Numeracy

92. Teachers are fully conversant with the numeracy strategy, which they apply effectively. The coordinator took control of the subject two years ago. He is enthusiastic and knowledgeable and has a very clear overview of the pupils' attainment and progress throughout the school. Mathematics is used in science to record results in information and communication technology where, for example Year 2 construct a model of a train on the screen using shapes of circles, squares and rectangles, and in geography, where they compare temperatures in London with those in Kingston. The actions taken by the school have produced an improving situation and the requirements of the National Curriculum are fully met.

SCIENCE

93. In 2001, the result of teacher assessments in science for seven year olds was above the national average, but the percentage of pupils reaching the higher levels was below. The results from the recent assessments in 2002 indicate that there has been a decrease in the number of pupils attaining the level expected for their age, but the number of pupils attaining the higher level has significantly increased. In 2001, the results of national tests for 11 year-olds were close to the national average. The results from the tests undertaken in 2002 indicate that 11 year-olds are still close to the national average but show improvement, and the percentage of pupils who gained higher levels has significantly increased; the school is recognising and meeting the needs of the more talented pupils. This is an improvement on the last inspection where the number of pupils attaining the higher levels was below national averages at both key stages. Standards are currently in line with the national average. There is no difference in the performance of boys and girls, and pupils with special educational needs or who speak English as an additional language achieve well.
94. Pupils throughout the school are confident and talk about their work using correct scientific language. The infant pupils use their senses to distinguish objects and a range of materials. They know the difference between sweet and sour, soft and hard. Pupils know that a pencil will roll faster if a slope is made steeper. They know plants need water, soil and sun to grow and what will happen without. They identify foods that are good or bad for their health, and the more capable say why this might be. The junior pupils know the four main food groups and articulate why eating too much of one type is unhealthy. They identify foods within each group and know the effect they have on the body. They suggest a suitable, balanced meal. Pupils identify and name accurately the main bones of the body. They use their observational skills to draw a variety of animal bones. Older pupils give examples of the interdependence of plants and animals, name producers and consumers and give their place in food chains and webs. The junior pupils explain principles of fair testing confidently and make predictions in relation to their investigations.
95. An analysis of pupils' work shows that they make satisfactory progress in all areas of science, including experimental work. However, there is an over-reliance on worksheets in some classes, and teacher-directed work in others that restricts pupils' opportunities for independent writing, leading to a lack of challenge for more able pupils. Whilst the marking of some work focuses on learning objectives, the majority of marking lacks positive comments and advice for pupils on how to improve.
96. The quality of teaching is satisfactory overall, with a number of strengths which account for pupils' satisfactory progress. Teachers plan together well in year group teams, sharing ideas and resources, which gives them confidence in the classroom. Teaching is based on secure subject knowledge, clear learning objectives, which are shared with the pupils, and work that is matched to different capabilities. Teachers work hard to make lessons interesting and provide a wide range of resources. Where teaching was very good, it was characterised by very good subject knowledge and good questioning which made pupils think. For instance, in a Year 6 lesson on food chains, the pupils were asked to consider and explain the effect of slug pellets on the chain. The pace of lessons was good, instructions were clear and teachers had high expectations of work and behaviour. Pupils with special needs and for whom English is an additional language receive satisfactory support. Pupils throughout the school have sound attitudes towards science and work co-operatively together in a range of groupings.
97. Teachers are supported in their planning by the scheme of work, which has been introduced since the last inspection. They use published materials effectively to assess pupils at the end of units of work and use outcomes to set targets for improvement. Teacher assessment of independent work, including investigative skills, is less secure and is an area for development. Assessment of progress in individual lessons, to inform planning of the next, is the least developed aspect. Satisfactory use is made of ICT to support learning. Co-ordination of the subject is satisfactory, marked by the support for teachers' planning, match of resources to the scheme of work and plans for improving standards. However, the co-ordinator has little opportunity to monitor standards and

quality of teaching in the subject. Overall, the school has made satisfactory progress in this subject since the last inspection.

ART AND DESIGN

98. Standards of attainment in art and design by the ages of seven and 11 are above national averages. There is a satisfactory range of three-dimensional topics, which include clay tiles of clowns with relief features, clay figurines and mod-roc chairs. A number of pupils have been successful in a local competition for a 'pavement artist' using chalk. Infant pupils use observational skills to create self-portraits from a variety of media. They include details such as eyelashes, pupils and freckles and make good attempts to obtain an accurate colour match. Junior pupils use an appropriate range of techniques and media in their work, showing good use of colour, tone and line. They subsequently extend their observational skills in the context of still life to create an imaginative design. Older pupils develop this further in the context of landscape, demonstrate attention to detail and use a range of effects to add atmosphere to their vivid images. Some use is made of ICT facilities. Throughout the school, good reference is made to the work of famous artists. Pupils make good progress at both key stages.
99. Teaching is predominantly good. Teachers give good demonstrations to support pupils in their work, for example, showing how pastels can be smudged for effect and to create other colours. Teachers' planning is thorough, activities are provided which enthuse and inspire, and generally good use is made of resources to enable pupils achieve well. The scheme of work and events such as Arts Week have had a positive impact on standards and the pupils' attitudes. The two coordinators have sound plans for future improvements, which includes extending the range of visual and cultural artefacts. A portfolio of art work has been started, but requires further development to support teachers in assessing pupils' skills. Monitoring of the subject is at an early stage of development and has yet to be extended to include teaching. Art contributes positively to the ethos of the school and there has been satisfactory progress since the last inspection.

DESIGN AND TECHNOLOGY

100. From the inspection of pupils' work, photographic evidence, discussion in class and from the small number of lessons observed, standards of attainment by the ages of seven and 11 are average. This is an improvement from the last inspection. Infant pupils design and make cards with moving parts, puppets and wheeled vehicles, using an appropriate variety of materials, including card, paper, wood and textiles. They use scoring, folding and cutting techniques satisfactorily. They are beginning to improve the finish of the product with a range of decorative features. At Key Stage 2, pupils design and make moving monsters, playground equipment, bread and model air raid shelters using an appropriate range of materials and techniques. They make detailed drawings of slipper designs, choosing materials carefully for the purpose. They evaluate their work constructively, and use past experience to influence their design.
101. Insufficient teaching was seen during the inspection to give an overall judgement. In the lessons seen, teaching was at least satisfactory. Teachers use the recently-introduced scheme of work, which supports them well in their planning. They have received training in the use of materials and techniques that have then been implemented with the pupils in a series of DT Weeks. Some use is made of ICT facilities. Further blocks of work are planned for the current year to extend staff knowledge and build on pupils' skills. Accommodation is limited and all lessons, including those for food technology, take place in the classrooms. Co-ordination of the subject is satisfactory, marked by the support for teachers' medium-term planning, match of resources to the scheme of work and plans for improving standards. Assessment of what has and has not been learnt in individual lessons, to inform planning of the next, is the comparative weakness in the evaluation of pupil progress. A portfolio of assessed work and photographic evidence has been started and requires further development. However, the co-ordinator has little opportunity to monitor standards and quality of teaching in the subject. The school has made satisfactory progress since the last inspection.

GEOGRAPHY

102. Due to the arrangement of the school's timetable, only one lesson was observed in Year 2. The evidence for judgement on standards, gathered from the analysis of pupils' recorded work and teachers' planning, and interviews with staff and pupils about their work, shows that the school has maintained the standards reported previously. By the age of seven and 11, most pupils attain standards in line with national expectations. The school has currently adopted the national guidance in the subject. There is a long-term overview of topics and a detailed scheme of work to guide teachers' planning. The systematic teaching of geographical skills has improved since the last inspection. Most pupils, including those with special educational needs, make satisfactory progress in lessons and over their time in school. Most pupils speaking English as an additional language achieve as well as their peers.
103. Pupils in Year 2 are beginning to develop a sound understanding of their local area. Most pupils know where they live and many successfully identify human and physical features of places beyond their own locality. Many confidently answer questions about different places and environments. In the lesson observed, Year 2 pupils compare an 'island' with 'mainland' and confidently identified some of the main features, such as mountains and rivers. They develop adequate understanding of different seasons and types of weather. The scrutiny of pupils' completed work reveals that all seven year-olds have experience of map-work and preparing simple plans. The visits to local places of interest contribute well to learning. Year 6 pupils have adequate knowledge and understanding of the use of keys and symbols when using atlases and maps. They further their knowledge of human and physical features of the local area and develop understanding of places closer to home and further afield. They examine the use of land and share views for and against, for example, Year 5's work on 'city issues'. Evidence indicates that pupils have suitable opportunities to develop mapping skills, for example, through their study of Jamaica and the British Isles. Their previous work shows examples of data handling related to work with weather. Pupils use different sources such as books, maps and photos to extract information with confidence to inform their learning. Most pupils however, do not have sufficient skills in the use of CD-ROM for research work.
104. Overall, the quality of pupils' learning and their attitudes to the work in geography are good. They work with enthusiasm and apply themselves well to tasks that provide appropriate challenge and opportunities for practical work. In the lesson observed, pupils worked at a suitable pace and reacted well to praise and encouragement from the teacher. The teacher used appropriate methods and effective questioning. Teachers' expectations of pupils are generally appropriate and planning takes account of clear objectives for learning at different levels. However, there is little use of ICT and assessment to inform planning is under-developed. The coordinator has clear views about what needs to be done and has recently produced a useful subject portfolio of pupils' work across the school, but the monitoring role is not yet fully developed. Resources are sufficient; the school has some reference books and materials, including suitable atlases, globes and large maps. Resources are well maintained and centrally stored.

HISTORY

105. In the previous inspection, standards in history were judged to be above average by the end of both Year 2 and Year 6. The standards of current Year 2 and 6 pupils are in line with the national expectations. During the inspection week, history was taught in all classes in Key Stage 2 but in only Year 1 class in Key Stage 1. Evidence of attainment was derived from one lesson observed in Year 1 class, work in books and teachers' planning. By age seven, pupils have a satisfactory knowledge and understanding of houses in the past and present. Pupils have a good understanding of the importance of famous people from the past, such as Guy Fawkes and Florence Nightingale. They are confident in using historical terminology such as 'past' and 'present', and identify changes that have taken place over time, for example in medicine. By the age of 11, pupils have a secure knowledge of a range of historical periods, such as the Tudors, the Victorians and Ancient Greece. Pupils make sufficient connections between different periods studied. They know the importance of

evidence in learning about past societies. Pupils understand the effects of different events, such as the Roman occupation of Britain on the lives of Celts. However, pupils' knowledge and understanding of the interpretation of history are not well developed. The pupils have had access to a range of sources of historical information. They had an opportunity to dress up in clothes from Victorian and Tudor times and make historical objects such as hats worn by Tudors. They learn about the similarities and differences in the lifestyles of Athenians and Spartans and give reasons for their preference in their role-play. Attitudes to learning history are good. Pupils are interested and keen to share their knowledge and opinions. They listen attentively to their teachers and do their best to complete tasks. They work co-operatively in groups and pairs, giving suggestions and making amendments sensitively.

106. The quality of teaching and learning is satisfactory in the infant classes and it is good in the junior year. This is an improvement from the previous inspection, when teaching was only satisfactory in junior classes. In the lessons, teachers make satisfactory use of resources to develop pupils' research skills. Lessons have clear learning objectives, which are shared with pupils. These objectives focus on the development of historical skills as well as knowledge. At the start of the lesson, pupils gain good information through an effective teacher presentation as well as from finding information from books and fact sheets. Higher attaining pupils use the Internet at home to find information about the topic being studied. Pupils who have special educational needs and those who are learning English as an additional language are well supported during lessons by teachers and teacher assistants. Scrutiny of teachers' long-term planning and pupils' work in books indicates that curriculum requirements are met. Pupils, including those with special educational needs or those who are learning English as an additional language, achieve well. Good use has been made of local museums, art galleries and other places of interest to stimulate pupils' interest and extend learning.
107. Good links are evident with literacy as pupils are encouraged to work and discuss their findings in groups and pairs. They research documents, take notes and write reports about life in Greek times. Numeracy skills are developed when pupils talk about dates and make timelines. Information and communication technology skills are satisfactory but still being developed. Assessment procedures and recording are satisfactory. Teachers assess pupils' learning as they work through topics, but pupils' progress is not consistently recorded. The Qualification and Curriculum Authority's recommended scheme of work is adopted and is used well by all teachers. The co-ordinator is new to the post and has identified the need to improve her knowledge and understanding of the subject. Resources are adequate and the co-ordinator has plans to improve these.

INFORMATION AND COMMUNICATION TECHNOLOGY

108. By the age of seven pupils reach standards in information and communication technology (ICT) that are similar to those expected nationally. By the age of 11, pupils' standards are below average, similar to those reported at the previous inspection. Throughout the school, there are children who are very confident with computers, and many have regular access to them at home. However, there are many who are not confident in the range of skills required by the National Curriculum and are not at a level where they use ICT to enhance learning in other subjects. However, infants publish their writing or compose at the screen, print and save their work. Most of the junior pupils are confident with spreadsheets, and are becoming familiar with the Internet and e-mailing. Until the summer term this year computers in the classrooms were rather old and outdated. New computers have now been supplied in all classes and teachers are making good use of them.
109. In the four lessons observed in the new computer suite during the inspection, the teaching was always good and in half of them it was very good. Teachers plan very carefully and share lesson objectives with pupils so that they know what they are about to learn. Teachers are establishing sensible rules for all pupils when using the computer suite because the pupils' enthusiasm for the task in hand can lead to excessive noise if not properly controlled. Pupils also learn how to handle equipment carefully. Year 2 pupils were full of awe when they were successful in printing their pictures of trains using a painting program linked to mathematics, exploring shapes. Pupils in a

Year 4 lesson taught by the subject coordinator were thrilled to see their repeated patterns in colour on the screen. Teachers have a good rapport with their pupils and create a happy learning atmosphere. Year 6 pupils produced a spreadsheet based on different prices of food. They cooperated very well when sharing equipment, and waited patiently until it was their turn to operate the mouse.

110. Since accepting responsibility for the subject a year ago, the knowledgeable and enthusiastic coordinator and her assistant have had a very good impact on the development of the subject. They have written a policy and reorganised the scheme of work. All staff have completed the nationally funded training. They have also received training from the local education authority and the coordinator has worked with all staff to improve their confidence. Effective systems for planning and ensuring coverage of required topics are now in place and should quickly have a positive impact on standards. Assessment is at an early stage of development, but is well planned. The school recognises that the deficit in skills for the older pupils will take some time to address. More software is needed to enhance learning in other subjects. Parents have been consulted concerning the use of the Internet and filters have been installed on all machines.

MUSIC

111. Standards are above average by Year 2 and Year 6, the end of key stages. This is an improvement in the junior section since the last inspection. Standards in curriculum music, mainly taught by class teachers, are average. However, in the infant song practices, taken by a part-time specialist, standards are well above average, and in the junior equivalent, above average. The choir and orchestra are flourishing and standards are above average. The pupils in them benefit from participation in good ensemble playing or singing, enhancing spiritual awareness, social skills, and the development of musical knowledge. There are boy and girl violinists, and there is good gender, ethnic and special needs representation. The orchestra and choir perform in and out of the school, developing confidence and a sense of achievement. In class music, all the pupils have experience of appreciation, composition and performance. The diversity of musical origins is celebrated effectively, and pupils with special educational needs or from alternative heritage backgrounds make a distinctive and valuable contribution: they make good progress relative to their capability. At the end of the infant song practice, a very shy pupil was persuaded to play the suspended cymbal very quietly to accompany the recorded music being played. The other pupils listened intently and were immensely encouraging and supported the achievement. Several pupils display special talents and are included on the school's gifted and talented register. Their progress is monitored, and the school supports opportunities for further development.
112. The school uses a commercial scheme of work to ensure compliance with national guidelines. The classroom teaching and learning are satisfactory. The introduction to written music is linked well to counting and numeracy. Some teachers lack subject confidence but are enthused by the vitality of the coordinator. The coordinator plans work for the class teachers very well, but assessment of progress and attainment is largely on the basis of the teachers knowing the pupils well. Percussion instrument resources are left on trolleys in the hall, and have suffered from misuse. Music stands, stored in an outside shed, are in poor condition. The school expects to solve these minor problems when the new building is completed.

PHYSICAL EDUCATION

113. At the time of the previous inspection, the pupils' attainment at the age of seven and 11 was as expected nationally. Standards of attainment at both ages are now above average and many pupils reach high levels of attainment. Physical education and the many associated extra-curricular activities are strengths of the school. For example, during the inspection, the cross-country training took place at 8am in the local park, followed by a breakfast for all taking part, which became a very happy social occasion. All pupils, including those with special needs or who have English as an additional language, make good progress as they move through the school. The school makes very good use of the local authority swimming pool, and Year 4 pupils were observed during the

inspection. The headteacher and classroom assistants provided a high level of care and the instruction provided by the three swimming teachers was very good. By the time they leave the school, almost all pupils swim the expected distance and many swim with very good style.

114. All pupils change quickly and quietly without fuss for their physical education lessons. Teachers too are appropriately changed and set a very good example to pupils. Teachers are very aware of safety issues. For example, as it was the first lesson of the year on the apparatus, Year 1 pupils were shown how to move benches and mats safely before the lesson began. In the lesson, they enjoyed using different parts of their bodies to move in different directions. Year 2 pupils showed different emotions in their dance lesson using high and low movements. On the school playing field, which has been renovated with funds provided by the Parent-Teacher Association, pupils in Year 5 practiced ball skills before ending the lesson with a series of competitive games. During the lesson, both boys and girls made good progress and several showed high levels of skill.
115. Pupils' attitudes to their lessons are very good. They behave well, even when they have to sit still, listening to the teacher or waiting their turn to demonstrate. They cooperate sensibly in pairs and small groups and use their initiative and imagination creatively. Sometimes, when groups perform for other pupils in the class, they receive generous applause from their friends. This spirit of friendliness is a feature of school life which is fostered well in physical education lessons. Teachers provide a good standard of teaching and give generously of their time and energy to provide a very wide range of extra-curricular activities. They make very good use of praise and encouragement which helps raise the pupils' self-esteem. Many photographs of the previous year's group showed pupils taking part in exciting adventurous activities on the residential visit. The two coordinators of the subject are well qualified to lead the subject and the management of the subject is good. Assessment is at an early stage of development. Resources are good, are well stored and carefully used by all staff and pupils.

RELIGIOUS EDUCATION

116. Standards are above average by the age of seven, at the end of the infant years, and by the age of 11, at the end of the junior years, an improvement in the junior section since the last inspection. The school celebrates, and uses to very positive effect, the cultural and religious diversity represented in the ethnic mix of the pupils. In a lesson on the way different faiths approach prayer, alternative heritage pupils made a very effective contribution, explaining to the other pupils and, in so doing, enhancing their speaking and listening skills. There was good recognition of the spiritual essence of prayer and moral issues of right and wrong arose. The traditions associated with gender segregation were questioned by some pupils and contrasted with expectations within the Christian faith. Boys and girls were equally and confidently involved in the discussion. The school also arranges for visitors to talk to classes and takes pupils on visits to a range of places of worship.
117. The quality of teaching is good and learning is good. The diversity of faiths and backgrounds is celebrated to very good effect. The coordinator referred confidently to the Ealing Agreed Syllabus, and explained that as a member of a local authority working party, she had been planning revisions incorporating the latest national recommendations. There is a good range of resources, which the coordinator recommends to teachers, offering encouragement and support. She is having a positive impact on teaching and standards, but her responsibility has not yet been extended to the monitoring and evaluation of teaching and learning. No use of information and communication technology was seen, and library facilities are severely constrained, restricting independent learning and access to reference books. This is a weakness of which the school is acutely conscious and which it expects to resolve with the new building planned.