

INSPECTION REPORT

LADY BANKES INFANT SCHOOL

Ruislip

LEA area: Hillingdon

Unique reference number: 102389

Headteacher: Mrs S Tuffey

Reporting inspector: Mr J Bald
17932

Dates of inspection: 8 - 11 July 2002

Inspection number: 249977

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant School

School category: Community

Age range of pupils: 3 to 7

Gender of pupils: Mixed

School address: Dawlish Drive
Ruislip Manor
Middlesex

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Appropriate authority: The governing body

Name of chair of governors: Mrs R Spencer

Date of previous inspection: June 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17932	John Bald	Registered inspector	English English as an additional language Special educational needs Information and communication technology	What sort of school is it? The school's results and pupils' achievements How well are the pupils taught? How well is the school led and managed? What should the school do to improve further?
9275	Candy Kalms	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?
27718	Sudarshankaur Abrol	Team inspector	Equal opportunities Mathematics History	How good are the curricular and other opportunities offered to pupils?
27301	Cynthia Messom	Team inspector	The Foundation Stage Music Religious education	
25787	Edmund Morris	Team inspector	Science Art and design Design and technology Geography Physical education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Lady Banks Infant School is larger than most primary schools. It has 305 pupils, aged 3 to 7, with an even balance of boys and girls. A fifth of pupils are from minority ethnic backgrounds, with a wide range of cultural heritages. One in six has English as an additional language, and one in twenty is in the early stages of learning English. An average proportion of pupils have special educational needs, and a small but significant minority have serious learning and behavioural difficulties. The proportions of pupils with English as an additional language, of pupils in public care, and of those with special educational needs who require help from outside the school, have more than doubled since the last inspection. Children joining the school have reached average overall standards for their age, but individual standards range from well above average to very low. The proportion of pupils entitled to free school meals is low, but pupils come from broadly average social backgrounds overall.

HOW GOOD THE SCHOOL IS

The headteacher and her colleagues have created a climate of high achievement that includes all of the pupils, and standards in Year 2 are above average. Teaching is very good, and leadership and management have enabled the school to adapt very well to the new challenges it has faced. The quality of education is very good, and the school provides very good value for money.

What the school does well

- Teachers, teaching assistants and nursery nurses work very well together as a team.
- Leadership and management are very good, with some excellent features.
- The school promotes and values the personal development and achievements of all pupils.
- Standards are rising, and are above average by Year 2.
- There is very good provision in the Nursery and Reception classes.
- Teachers and co-ordinators assess and track progress very closely.
- Pupils develop very good attitudes to school, behave well and work hard.
- The school has a very good working partnership with parents and carers.

What could be improved

- Standards in information and communication technology (ICT) are below average.
- Attendance is below the national average for infant schools.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was last inspected, in June 1998, it was providing very good education. The school has maintained this high standard, while adapting its work to meet the changing needs of the community it serves. Strengths in teaching in the Nursery have been maintained, and teaching in other classes has improved, so that it is now very good throughout the school. There has been a sustained improvement in test results in Year 2, and standards have been maintained or improved in all subjects except ICT, where provision has not kept pace with national developments. Attendance has shown little change, but the proportion of pupils with difficult lives outside school has risen. All pupils are fully included in the life and work of the school, and pupils with the most serious learning and behavioural difficulties make excellent progress. The headteacher and her senior colleagues combine efficiency with strong personal qualities that inspire a strong sense of teamwork among all the staff. Overall improvement has been very good, and the school is in an excellent position to improve its work further.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
reading	D	C	C	D
writing	C	C	B	B
mathematics	B	B	C	C

Key

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

Test results have improved consistently since the last inspection, despite the increase in the numbers of pupils with special educational needs and with English as an additional language. The reading result was below average for similar schools by a very small margin. The results of national tests in 2002 show a significant improvement in reading, and a very good improvement in mathematics. The standard of work seen in Year 2 was above average in English, mathematics and science.

Standards in most other subjects ranged from average to above average, with above average standards in music, art and design and religious education, where pupils have good knowledge and understanding of major world faiths. Standards in information and communication technology are below average, because the school has too few computers for pupils to use. The standards reached by pupils leaving the Reception class are broadly average across all the nationally recommended areas of learning for this age group.

The school does not have statutory targets. It tracks its performance closely against national averages and the standards achieved by similar schools, and is committed to continuous improvement. Higher-attaining pupils, achieve very well overall. Pupils with special educational needs achieve very well in relation to their learning difficulties, and those with English as an additional language make very good overall progress, though they make slower progress in writing than in their other work. Overall, the pattern of achievement in the school is very good, and extends to all pupils.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school, are friendly, and work hard.
Behaviour, in and out of classrooms	Very good, and excellent in response to the school's best teaching. Pupils behave very well in the playground and dining room.
Personal development and relationships	Very good. Pupils learn to co-operate with each other, to help their teachers, and to take responsibility as "busy people".
Attendance	Below average, mostly because of term-time holidays and illness.

Pupils grow in confidence as they move through the school. They appreciate the quality of teaching and personal support they receive, and are well prepared for junior school. Pupils with serious behavioural difficulties, and those in public care, develop very good attitudes to school over time, though their behaviour very occasionally interferes with learning. Racial harmony is excellent.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2
Quality of teaching	Very good	Very good

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

The quality of teaching in English and mathematics is very good, with strong emphasis on spelling, basic reading skills and mental mathematics. Literacy and numeracy skills are very well taught in other lessons. Teachers teach speaking and listening very well, building pupils' vocabulary and confidence. Teaching in the Nursery and Reception classes benefits from very good knowledge and understanding of children's learning, and exceptionally good organisation.

There is a very strong sense of teamwork among all teachers, nursery nurses and teaching assistants. This leads to very consistent teaching, with no significant weaknesses. Teachers know their subjects very well, and carefully plan all lessons to match the learning needs of the pupils in the class. Their management of classes is exceptionally good, and they take extra care to include and support pupils with learning and behavioural difficulties. Higher-attaining pupils, including those with particular gifts and talents, have very good scope to reach high standards, and the school provides effectively for the full range of its pupils who have English as an additional language. Teachers mark all work carefully, giving pupils a very good balance of encouragement, guidance and correction. They set regular and constructive homework.

Teachers enable all pupils to learn to the best of their ability, and those with serious behavioural difficulties often overcome them and learn as well as others in their classes. The overall quality of learning is very good across all subjects except for ICT, where the benefits of good teaching are undone as the school has too few computers for pupils to use. The school's teaching meets the needs of all of its pupils very well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall, and very good in the Nursery and Reception classes. All pupils have wide-ranging and well-balanced opportunities for learning.
Provision for pupils with special educational needs	Very good, and excellent for pupils with statements of special educational needs.
Provision for pupils with English as an additional language	Very good. All pupils benefit from teachers' emphasis on spoken English, on literacy, and on making sure pupils understand their work. Higher-attaining pupils reach above average standards for their age.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school plans very carefully for the personal development of all of its pupils. Each is given a sense of pride in his or her achievements. Pupils accept responsibility in a spirit of service to others, and understand the difference between right and wrong.
How well the school cares for its pupils	Very well. The school takes very good care of pupils' health and well-being, and provides very good guidance on improving their work.

The school has a very good working partnership with parents, and almost all think highly of its work. It provides extensive information for parents, although some of this could be more clearly phrased and presented. Learning activities in the Nursery and Reception classes are very well planned to cover all relevant areas of learning, and prepare pupils very well for the National Curriculum. In Years 1 and 2, the

curriculum provides very well for literacy, numeracy and spoken English, and makes very good use of targets for improvement. However, it does not make sufficient use of computers. The care of pupils with the most serious learning difficulties, and of pupils in public care, is excellent.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good, with some excellent features. The headteacher, deputy headteacher and other key staff have raised standards, and created a strong sense of achievement and teamwork throughout the school.
How well the governors fulfil their responsibilities	Well. Governors keep in close touch with the school, and contribute effectively to policies and direction.
The school's evaluation of its performance	Very good. The school uses all available information very effectively to track overall performance, and the performance of groups of pupils.
The strategic use of resources	Good, with very good features. Funds are used well to support the school's priorities of raising standards and including all pupils.

The school is well staffed with teachers and teaching assistants, and the headteacher's management and deployment of staff are excellent. There are good learning resources for most subjects, but there are too few computers. Overall, resources for learning are adequate. Accommodation is good, but its upkeep is expensive.

The headteacher and deputy headteacher work together very effectively to raise standards and to ensure that the work of all pupils and teachers is fully valued. Teachers with management responsibility have very good knowledge and understanding of their subjects, particularly in English and mathematics, and in the Nursery and Reception classes. The cost of office staff is high, but their efficient work and support allow the headteacher and senior managers to concentrate on improving teaching and learning. The management of provision for special educational needs and for pupils in public care is excellent. The school applies the principles of best value well in planning its work.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school and make good progress • The school is well led and managed • Teaching is good • The school is approachable 	<ul style="list-style-type: none"> • Information on how children are getting on • Homework • Learning activities outside lessons

A very high proportion of parents expressed positive views on almost all aspects of the school's work, with almost unanimous approval in several sections of the pre-inspection questionnaire. Inspectors agreed with all of these positive points. They found that overall provision for homework was good, and that activities outside lessons were similar to those in most schools of this type, with a very good programme of visits and visitors. Inspectors judged that the school provides a broad range of information for parents, but that it could be more clearly phrased and presented.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. A significant number of pupils start school with above average standards. However, there are significantly more pupils who have additional learning and behavioural needs, who speak English as an additional language, and who have difficult lives outside school than in most schools with low numbers of pupils entitled to free school meals. The numbers of these pupils have increased significantly since the last inspection. A small but significant number of pupils, mostly from minority ethnic backgrounds, join the school in Years 1 and 2 with very low skills for their age, particularly in English. Significant numbers of pupils join the Reception classes rather than the Nursery, and some spend under a year in the Reception class before moving to Year 1. Overall, standards reached by pupils joining the school are average. All classes contain a very broad range of abilities and learning needs.
2. The very good organisation and teaching in the Nursery and Reception classes ensure that all children, whatever their learning needs and however short the time they spend in the school, make very good progress and are well prepared to start work on the National Curriculum. Standards are very consistent across all of the areas of learning recommended for children of this age. Children who learn quickly reach above average standards, and children with English as an additional language benefit from very good opportunities to listen and to speak, both with other children and with staff. The very small number of children with behavioural difficulties learn very well in response to exceptionally good personal support from teachers and teaching assistants. In one Reception class, for example, a child who was unable to concentrate and listen properly in a literacy lesson concentrated very well when working on individual activities with a teaching assistant in another part of the classroom.
3. By the end of Year 2, overall standards are above average, and represent very good achievement. Very few pupils are still in the early stages of learning to read and write by the end of Year 2, and all Year 2 pupils had passed beyond the initial stages of the National Curriculum in mathematics. All pupils can write simple texts and stories, with above average levels of accuracy in punctuation and spelling. Higher-attaining pupils achieve high levels of accuracy, though only a few regularly use complex sentences and vocabulary. Higher-attaining pupils read accurately and fluently, phrasing their reading well to bring out the meaning of the story. The school's attention to speaking and listening in all lessons helps pupils develop confidence, and overall standards in this area are above average. The good standards in mathematics are the result of very careful teaching of number work, both in mathematics lessons and in other subjects. A balanced approach ensures that pupils reach good standards in applying their mathematical skills through problem-solving. Pupils with special educational needs make very good progress in mathematics and English thanks to very careful planning, that ensures that support in class and additional teaching are very closely focused on what pupils most need to learn.
4. Standards in science are above average as a result of very good teaching that develops scientific skills and thinking through well-planned experiments and investigations. This work builds very well on an excellent introduction to experiments in the Reception classes, where children begin to predict the outcome of experiments and to understand the importance of taking care and observing closely.

Higher-attaining children do particularly well in these lessons. Pupils develop an interest in science as an extension of their curiosity about the world around them, for example through observing the life-cycle of a butterfly. They learn to categorise animals according to their characteristics, and to use scientific vocabulary accurately.

5. Pupils reach above average standards in religious education, where they learn to understand and respect key principles of their own and other religions. They have detailed knowledge of stories from the Bible and from other religions. Standards in music have improved significantly since the last inspection. They are now above average, across the full range of the National Curriculum. Pupils sing and play enthusiastically and well, and themes for music lessons are imaginatively chosen to contribute to learning in other subjects. Work in art and design also reaches above average standards across a broad range of styles by Year 2. Pupils mix and use colours, draw and paint well. Their use of computers is very clearly thought out, leading to some imaginative pastel colouring in drawings based on the work of Mondrian, and to imaginative design based on the Union Flag. All three of these subjects contribute very well to speaking and listening and literacy skills through opportunities to retell stories, learn technical vocabulary, and evaluate each other's work.
6. Standards in almost all other subjects are well up to national average levels, and have good features. While standards in geography remain broadly average overall, the range of pupils' skills has been significantly extended, and higher-attaining pupils achieve good standards. Geography is also making a significant contribution to personal development by extending pupils' knowledge and understanding of the world. Pupils' skills in historical enquiry have improved since the last inspection, and they are considering the significance of objects from the past in more detail. The range and quality of pupils' work have also improved in physical education and in design and technology, due to improved planning since the last inspection. Pupils show broadly average knowledge and understanding of ICT when responding to teachers' questions in lessons, but their skills in operating computers and in using them to support learning are limited by a lack of opportunities to practise. Where the use of computers is planned as part of teaching, for example in art and design and in spelling, pupils use them well, but not all pupils in Year 2 are sure of how to save work and return to it. On the other hand, teachers use computers confidently in lessons, and the school is in an excellent position to deal with this weakness provided it improves the level of resources.

Pupils' attitudes, values and personal development

7. Pupils' attitudes to learning and behaviour have remained very good throughout the school since the last inspection. Personal development and relationships, both among pupils and between pupils and staff, are other strong features that have been maintained. The combination of these factors has created a harmonious atmosphere where pupils feel secure and valued.
8. Children in the Nursery and Reception classes enjoy their lessons and activities, and are keen to learn. In the Nursery, they settle well into school routines, establish good working habits, and become happy and confident learners. They play and work well with each other, sharing toys and resources. Children in the Reception classes continue to develop the good working habits they acquired in the Nursery, and adapt well to the introduction of slightly more formal lessons that prepare them for the National Curriculum in Year 1. In a science experiment, for example, they thought hard about their predictions of the likely outcome, and co-operated very well with their teacher and with each other in carrying out the work.

9. Pupils in Years 1 and 2 maintain these very good attitudes to their learning. They enjoy school and come wanting to learn, often arriving early to take part in learning activities with teachers and parents before school starts. They are well motivated and interested in their lessons. They concentrate well, listen attentively to their teachers and follow instructions carefully. Many pupils are keen to participate in their lessons, asking and answering questions and often contributing to discussions. This was seen in a science lesson in Year 2 when the discussion following a video on the life cycle of a butterfly supported pupils learning well.
10. The very good behaviour of pupils creates a pleasant atmosphere in the school that supports learning well. Pupils know how to behave. As a result, their behaviour in lessons, during assemblies and around the school is nearly always good, and sometimes exemplary. Teachers and their assistants deal well with pupils with behavioural difficulties, so that the flow of lessons and the learning of others are not disrupted. However, outdoor and indoor learning in the Nursery and Reception classes are closely integrated, and behaviour in one class deteriorated when pupils were unable to go outside for two days due to very heavy rain. Pupils work and play in an atmosphere that is free from oppressive behaviour and where harassment and bullying are extremely rare. No pupils have been excluded in recent years.
11. Relationships across the school are very good. Pupils of both sexes and of different ethnicity and backgrounds get on with each other very well. This is in response to the school's measures to ensure that all pupils feel part of the learning community and develop a sense of achievement. Many pupils arrive early in the morning for learning activities with parents and staff. In lessons, they set to work quickly and cheerfully, and work well independently, in pairs and in small groups. They co-operate on joint activities sharing equipment and resources sensibly when working together. For example, they took turns using the tools in a Year 1 design and technology lesson.
12. Pupils' personal development is very good. They gain an increasing sense of responsibility and confidence as they move through the school. Pupils are friendly and polite. They listen carefully to each other during lessons and show respect for the feelings and values of others. They are aware of the impact their actions can have on others. From the Reception classes onwards, pupils acting as 'busy people' conscientiously carry out responsibilities in a way that provides real help to teachers.
13. Attendance is below the national average for infant schools. In the current year, it is very similar to that at the time of the last inspection. Overall attendance figures are affected by two major factors: pupils staying at home for health reasons, and parents taking pupils on holiday during term time. Pupils in public care have good attendance records and enjoy school. Although most pupils arrive in good time for school, a small number arrive late, and some pupils are frequently late. Unauthorised absences were average in 2001, but are above average in the current year. However, the school records pupils who arrive more than ten minutes late as absent without authority, and this is too strict a standard. Most parents inform the school if their child is absent, and the school conscientiously follows up absences.

HOW WELL ARE PUPILS TAUGHT?

14. The school has built very effectively on improvements in teaching that it was beginning to put in place at the time of the last inspection. Through careful management, co-ordination and teamwork, it has adapted teaching very well to meet the changing needs of its pupils. Improvements in teaching are the main reason why the school has been able to establish a pattern of rising standards, despite the

increasing numbers of pupils with special educational needs and English as an additional language. A high proportion of parents replying to the pre-inspection questionnaire strongly approved of the quality of teaching, and their views were borne out by inspection evidence.

15. Teaching in each class in Years 1 and 2 is exceptionally well planned and organised. Teachers have very good knowledge and understanding of the National Curriculum and of the particular learning needs of pupils in their classes. They work closely with teaching assistants to ensure that pupils are given consistently interesting and demanding work. They use questions very well to track pupils' understanding, and constantly encourage pupils to explain their thinking in clear, and increasingly formal English. The management of time is excellent. Activities are never rushed, and there is always time to share and consolidate understanding at the end of the lesson. Relationships are very carefully built up, both between teachers and pupils and among pupils, so that each class develops into a happy and cohesive learning community. Teachers keep pupils interested by well-judged changes in pace and focus, and match resources very well both to learning aims and to the growing maturity of each class. They mark work carefully, with a very good balance between recognising what has been achieved, correcting errors and setting targets. Homework is well balanced, and includes a good home-school reading scheme.
16. Teaching in the Nursery and Reception classes combines very good understanding of patterns of learning among the children with very effective teamwork and planning. Teaching makes very effective use of national guidelines, and is carefully matched to the needs of the children through detailed assessment of their developing knowledge, skills and understanding. Teachers assess and track progress very effectively, and match work very well to children's developing understanding. This ensures that children are consistently challenged, and helps them to develop their concentration. Teachers and teaching assistants work very effectively to ensure a high standard of behaviour, and manage the small number of children who have serious behavioural difficulties very well. The organisation and emphasis of teaching change as children move through the Reception class, preparing them very well for work on the National Curriculum, for example through the introduction of lessons in literacy, number work and science.
17. The quality of teaching is consistently good to very good in all subjects across the school, with no major variations between subjects. The below average standards in ICT are caused by a shortage of computers for pupils to use to consolidate their skills rather than by a weakness in teaching, which was good to very good in all lessons seen. There is a dip in the quality of teaching when classes are not taught by their regular teacher, but no evidence of unsatisfactory teaching was seen, either in lessons, or in pupils' work over the year. Teaching is particularly strong in English and mathematics, where it benefits from a very clear lead from co-ordinators and from very effective adaptation of the national strategies for literacy and numeracy to meet the needs of the pupils. Teaching in science is very good, particularly in experimental work and close observation, and has improved significantly since the last inspection.
18. Teachers make very effective provision for teaching literacy and numeracy skills in subjects other than English. They are highly skilled in presenting ideas to pupils in formal English, but using vocabulary and sentence structures that are easily understood. They build pupils' confidence and vocabulary very well by ensuring that they have time to speak, and by valuing what they say. This emphasis on speaking and listening is particularly helpful to pupils with English as an additional language, both for higher-attaining pupils who need to consolidate their understanding of the

structures of formal English, and for those who are in the early stages of learning English. Pupils with special educational needs, and those in public care are treated with exceptional consideration when they have something to say. This practice constantly reinforces the school's message to them that they are a valued part of the school community, and helps them to overcome behavioural difficulties that stand in the way of effective learning.

19. This strong teaching has a consistent and positive effect on the quality of learning, and on pupils' personal development. Teachers' use of targets, for example, gives pupils a very clear idea of what they are achieving and what they need to do to improve further. Teachers' provision of extra learning opportunities before school and in homework builds in each pupil a sense of the importance of personal commitment to learning, and leads them to understand that what they do really matters. In reading, for example, the combination of teaching that is closely related to individual needs, with carefully organised resources to allow them to make progress towards higher levels, enables the school to meet the needs of all pupils, and to give to all a genuine sense of achievement. It is reflected in a particularly strong improvement in reading in 2002 national tests.

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

Learning opportunities

20. The curriculum in Years 1 and 2 provides a good range of interesting and relevant learning opportunities. It fulfils all legal requirements, covering all aspects of the National Curriculum and religious education, and makes very good provision for personal, social and health education. The school takes great care to provide equal opportunities for all pupils, and to ensure that everyone feels valued. This is a key factor in the culture of achievement which it has created, and is much appreciated by pupils and parents. The curriculum in the Nursery and Reception classes is exceptionally well organised to provide interesting and challenging activities that help pupils to make very good progress across all of the nationally recommended areas of learning for their age group. Indoor and outdoor learning activities are very well integrated and balanced, and planning in the Reception classes provides a very carefully staged introduction to the learning styles children will meet in Year 1. The school has built very effectively on good features in the curriculum that had recently been introduced at the time of the last inspection, and overall improvement has been very good.
21. The school has very well planned programmes of learning in English and mathematics, including very good opportunities for pupils to develop confidence in speaking and to enlarge their vocabulary. The school groups pupils according to their learning needs in these subjects. This helps teachers to match work to the learning needs of all pupils and contributes to the high quality of teaching and to the pattern of rising standards that has been established. Tasks for pupils who have special educational needs are closely matched to targets in their individual education plans, and provide a very good focus for teaching and learning. For pupils with statements of special educational needs, this work is excellent, and leads to outstanding progress in behaviour as well as in learning. Pupils with English as an additional language receive flexible and highly effective teaching. Higher-attaining

pupils receive consistently demanding work, while lower-attaining pupils, particularly those who have recently arrived, and those who have difficult lives outside school, benefit from work that takes account of their difficulties and allows them to make consistent progress. The quality of the curriculum is founded on very effective co-ordination, re-inforced by the monitoring of teaching and by feedback from teachers.

22. The school provides an extensive range of visits to museums, local businesses, and places of worship representing major world faiths. Pupils greatly enjoy these visits, and they are well planned to contribute to learning in subjects. There are frequent visitors, including grandparents, policemen, firefighters, and medical professionals from Great Ormond Street Hospital. The only club is a ballet club, which has to be paid for, but all pupils receive excellent support for learning each morning, when the school opens early and they can work at selected tasks with their parents. The school has excellent links with the "give heart" charity programme for schools in Africa, to which pupils contribute toys. It has effective community links, including some sponsorship. Pupils are very well prepared for junior school. Year 2 pupils during the inspection had met and worked with their teachers, and were looking forward to the new school year. The school also has good links with a nearby secondary school, whose students work with Nursery and Reception classes as part of their vocational education.

Personal development

23. Provision for spiritual, social, moral and cultural development is very good. It begins in the Nursery, where all pupils, whenever they arrive in the school, settle in quickly, adapt well to routines, and learn to co-operate with others. Children in the Nursery and Reception classes learn to accept each other's beliefs, and to help each other and their teachers. The atmosphere of harmony and co-operation is exceptional.
24. A strong spiritual element is present in all aspects of the school's work, as pupils learn to reflect on their own lives, on their place in the world, and on the spiritual values of different community groups. Assemblies give pupils very good opportunities for reflection on their achievements, and on what is important to them. Several pupils brought religious objects from a range of faiths to a family assembly during the inspection, and the "thinking candles" and presentation of the hymn and prayer were accessible to all. Pupils develop very good knowledge and understanding of others' values and beliefs in religious education, and have opportunities to explore their feelings, for example on how they feel when they are sad, and on what makes them sad, in class discussions.
25. Teachers plan all aspects of their work carefully to ensure that pupils develop a strong sense of right and wrong. They plan activities to ensure that pupils will succeed as far as possible, and take care to reward all positive actions and behaviour. Teachers, teaching assistants and all other adults in the school give pupils an excellent example of co-operative and considerate behaviour. Pupils come to share these values, and show a strong sense of fair play during leisure time and in lessons, taking turns and sharing resources. Provision for moral development is particularly effective for pupils with behavioural difficulties. These pupils are very effectively helped to overcome their behavioural difficulties so that they can concentrate on learning and join the school's culture of achievement. Other pupils in their classes understand that their behaviour has the potential to interfere with learning, and are not distracted by it. Pupils are proud of their school, and treat the environment and resources with respect.
26. The school plans very carefully to help pupils develop their social skills. From the time they start school, they are actively encouraged to share, to work together and to

take turns in structured play sessions. Teachers and teaching assistants know pupils' strengths and weaknesses very well. They group pupils very carefully for tasks that require them to work together during lessons, and promote sharing very effectively. In an ICT lesson in Year 2, for example, the teacher planned seating arrangements very carefully so that no pupils had to stand for the whole of the lesson, and pupils co-operated very quickly. The school has a very effective system to promote responsibility among all pupils through its system of "busy people", which emphasises service to others.

27. Provision for cultural development is a particular strength throughout the school. Pupils become aware of the diversity beliefs and lifestyles, both in British society and around the world, through their work in geography, religious education, history, music and art. The range of pupils' languages is celebrated in classrooms by attractive labels, written in their first languages, often with the help of parents. The school provides first-hand experience of cultural diversity through visits to places of worship. There are interesting displays about Judaism and Islam, Sikhism and Christianity that show a good awareness of the range of cultures and faiths in modern Britain, and these are supported by a significant selection of books in classes and in the school library.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

28. Since the last inspection, the school has maintained a high level of care in a supportive atmosphere. It has developed and extended its provision very well to meet the increasing range of educational need among the pupils.
29. The headteacher and all of her colleagues know the pupils well and are committed to ensuring their well being. Teaching assistants share responsibility for the welfare of the pupils in their classes, and this is particularly effective as they often work with the pupils who have the greatest needs. First-aid procedures are well organised, and staff are fully aware of pupils with specific medical needs. Child protection arrangements are effective and meet local requirements, and the school makes exceptionally good provision for pupils in public care. Good provision for health and safety includes monitoring and regular equipment checks.
30. From the Nursery onwards, the school has very good systems to support and monitor pupils' personal development. These ensure that pupils adapt well to their first experience of school, and understand that their achievements are important. This provides a secure foundation for pupils to learn. Stability in staffing has enabled teachers and their assistants to know and understand the needs of pupils in their class, and teachers share information and concerns at regular year group meetings. More serious concerns are discussed with the headteacher. When necessary, individual systems are put in place to monitor pupils causing concern. A high value is placed on rewarding and recognising success. Pupils' achievements and good work are recognised and rewarded in celebration assemblies, and individual achievements are displayed in the corridor and hall.
31. The headteacher and staff have a shared commitment to promoting high standards of behaviour. They have clear and high expectations of good behaviour, backed up by very effective policies and procedures. Teachers manage behaviour very well. This ensures that pupils are always ready to learn, and contributes to the high levels of achievement in Year 2. Staff discuss any concerns about pupils' behaviour with the headteacher and, where necessary, individual programmes are introduced. Bullying is rare and is effectively dealt with when it occurs.

32. The school has good procedures to monitor attendance and follow up unexplained absence, but procedures to improve attendance are not well developed. Registers are checked and letters go to parents who do not explain their child's absences. Pupils with unsatisfactory attendance are identified and where necessary referred to the education welfare officer. The procedure for identifying unauthorised absence is too strict, and produces an inflated figure.
33. The school has developed very good arrangements to assess and track progress. Some aspects of this work are excellent. All teachers and teaching assistants observe pupils' work and progress closely. They assess it using national guidelines in the Nursery and Reception classes, and the National Curriculum provisions in English, mathematics and science in Years 1 and 2. This assessment is excellent in English, where it is particularly detailed and systematic, and includes speaking and listening as well as reading and writing. Teachers use the information provided by assessment to set clear and well thought out targets for all pupils. These targets are reflected in planning for each class, and play a key part in raising standards and achievement. The assessment of pupils with special educational needs is very good, and excellent for pupils with statements of special educational needs. Careful assessment of these pupils' behavioural difficulties, followed by clear and manageable targets, provides an excellent framework for teachers and teaching assistants. Individual education plans for pupils with very serious problems often contribute to an excellent pattern of learning that enables them to move from targets chiefly concerned with behaviour, to those with a focus on learning and achievement. This provides an excellent foundation for these pupils' later learning, and makes a major contribution to the common climate of achievement created by the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

34. The school has maintained the very good links with parents reported by the last inspection team. The headteacher values parents as partners, and encourages them to be involved in their children's learning both at home and in school. Induction procedures into the Nursery and Reception classes are well organised. They establish positive links with parents that develop over pupils' time in the school. Parents are very welcome in the school. Class teachers are approachable and accessible. They are available to talk to parents at the start of each day. Parents are encouraged to help their child in the classroom each morning, and a few regularly help in lessons and accompany visits. Each week they are invited to the celebration assemblies. An active Friends Association arranges social and fund-raising events that have contributed to the playground improvements and activities.
35. Parents support children's learning very well. From the Nursery onwards, pupils are encouraged to take their reading books home. Many parents are involved in working with their children at home. They share books, listen to them read, practise their 'pencil words' and sign reading diaries. Among the small number of parents who were concerned about homework, some thought there was too much, and others not enough. Inspectors consider that the school's homework effectively reinforces learning in lessons, and that it contributes to rising standards.
36. The information provided for parents is satisfactory overall. The school has a good range of channels of communication, and uses these to help parents to become involved in their children's learning and to understand the work of the school.

Frequent letters and newsletters keep parents well informed about school matters, key dates and forthcoming events. Written information, however, is not always in a style that is easily understood by parents. There are, for example, many notice-boards, including one outside each classroom. The best of these provide up-to-date information, including the class's programme of work, and have a good sense of humour. However, some do not provide this level of information, and are not updated frequently enough. An informative prospectus and well-presented governors' report to parents contain information about the school. A Nursery prospectus provides good guidance and information for new parents. Good opportunities are provided for parents to understand the curriculum and work being taught. Useful booklets are provided on various parts of the curriculum such as literacy, numeracy and science. Each term class teachers hold meetings explaining to parents school routines and what their child will be learning. Curriculum focus meetings are frequently held.

37. Targets for future learning are shared with parents at the beginning of the school year, and parents are kept informed of pupils' progress towards them through notes and reward stickers. However, this does not always keep parents reliably informed of when targets have been met, and there is a long gap between the two meetings for parents that are held each year. Annual reports to parents on pupils' progress contain a great deal of information, but do not give a clear enough picture of what each child has achieved and needs to do to improve further. Inspectors agree with the concerns expressed by a significant minority of parents on this issue.
38. Overall, the school is highly regarded by parents. Most parents who completed the pre-inspection questionnaire and attended the parents' meeting were happy with the school and expressed few concerns. Parents unanimously agreed that the school is helping children to become mature and responsible, that it is well led and managed, and that it expects children to work hard. They are happy with progress and behaviour. Almost without exception, parents felt that teaching was good, staff approachable and that their children liked school. The inspection team strongly supports the positive views parents have of the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

39. The high quality of leadership and management has been a key factor in enabling the school to establish a pattern of rising standards despite changes in its intake. The headteacher and deputy headteacher work very closely with co-ordinators to ensure consistency in the quality of teaching across the school, and to create a culture of learning in which all pupils are actively involved. Although the last inspection report contained no issues for action, the headteacher and her colleagues have continued to develop the changes in teaching that were beginning to improve the quality of education at the time of the last inspection. This has led to a pattern of rising standards across subjects, from which all pupils have benefited. Test results have improved consistently since the last inspection, and there have been significant improvements in standards in subjects which are not tested nationally.
40. The school's arrangements to promote the learning of all pupils, including the significant numbers who have additional educational needs related to behaviour and difficult lives outside school as well as those with learning difficulties, have been very effectively extended. The emphasis on a culture of achievement for all pupils, supported by targets for personal development as well as for improving work, keeps attention clearly focused on progress. It enables pupils with special educational needs to approach, and sometimes to reach, nationally expected standards in their work. All policy documents are comprehensive and practical, and teachers make regular use of them in planning lessons. Policies provide very well for most groups of pupils

within the school, and pupils with English as an additional language benefit from the school's very effective approach to speaking and listening, which gives them opportunities to talk as well as to hear standard English of good quality throughout the school day. Provision for gifted and talented pupils, however, is not sufficiently clear in most subject policies, and the school was taking action to improve this at the time of the inspection. The school's policy for race equality is very clearly thought out and reflects its current effective work in this field. All teachers contribute to policies, which are regularly monitored and reviewed.

41. The headteacher pays close attention to the professional development of teachers, teaching assistants and nursery nurses. This makes a key contribution to the development of teaching. During the inspection, for example, almost all of the teaching in the Nursery was carried out by nursery nurses, to a standard similar to that achieved by the school's qualified teachers. Newly-qualified teachers are very well supported by their mentors and other colleagues. The headteacher has deployed staff very carefully in recent years to ensure that all pupils have equal opportunities, for example by deploying some of the most skilled specialist teachers to work with lower-attaining pupils in Year 1. The school has also had to cover an unusually high level of maternity leave over the last two years. The strong teamwork within the school, and high levels of personal support for teachers, have enabled the school to maintain the stability of staffing that was a strength at the time of the last inspection.
42. The governors have a good understanding of the issues facing the school, and contribute effectively to its direction in close co-operation with the headteacher. With the headteacher and deputy headteacher, they use modern technology very well to track patterns in the school's results, and compare these closely with national standards and with those achieved by schools with similar proportions of pupils entitled to free school meals. Financial planning is good, with funds allocated to educational priorities, and particularly to providing support, though teaching assistants, for pupils who would otherwise be at risk of exclusion. Administrative staff carry out their work efficiently, but spending on administration is significantly higher than in most schools of this size, and the governors have not investigated ways of minimising this cost, for example by improving co-operation with the junior school on the same site. The school has not been subject to bureaucratic interference.
43. Co-ordinators have built up good collections of learning resources, particularly in English, mathematics, science and in the Nursery and Reception classes. These have been carefully planned to support teaching and learning, and are very effectively shared across the school. There is one computer in each classroom, and there are no demonstration facilities. Teachers manage pupils well when using these computers, but the proportion of machines is much lower than that nationally recommended, and this gives pupils too few opportunities to develop the range of skills expected for their age. The library provides adequate support for learning, although there are few books for some subjects, and none for ICT. Pupils change their books regularly, but the library is not always available, as it is used for teaching. The school buildings and grounds provide good accommodation. It is well arranged, and has some excellent features. There are very good resources for outdoor work and play in the Nursery and Reception classes. The range of large toys and equipment has been carefully thought out, and playgrounds are carefully graduated to give each group of children access to the next age group's playground. The accommodation is kept in very good condition by the site manager and his staff.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

44. The school has maintained the high quality of education reported following its previous inspection, and has adapted very well to its changing circumstances. The school is discussing with the junior school with which it shares a site ways of sharing administrative costs. In order to maintain and extend the process of development and of raising standards that has been successfully established, the headteacher and governors should take the following steps:

- (1) Raise standards in information and communication technology by:
 - building up resources to give pupils more frequent access to computers;
 - developing the use of computers to support learning in subjects where they are under-used;
 - monitoring pupils' use of computers more closely, and setting targets.

- (2) Improve attendance, by;
 - using computers to identify and deal with patterns of weak attendance;
 - improving incentives for pupils with poor attendance records to attend regularly;
 - taking all possible steps to discourage parents from removing pupils for term-time holidays.

Further issues for consideration in the action plan

Improve communication with parents, by:

- ensuring that all communications are clearly phrased and attractively presented;
- keeping all notice boards attractive and up to date;
- making more extensive use of computers and the Internet to keep parents informed.

Give priority to its discussions with the junior school on obtaining best value from administration.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

55

Number of discussions with staff, governors, other adults and pupils

28

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	19	27	4	0	0	0
Percentage	9	35	49	7	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 two percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	45	260
Number of full-time pupils known to be eligible for free school meals	0	22

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	34

English as an additional language

	No of pupils
Number of pupils with English as an additional language	50

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	25

Attendance

Authorised absence

	%
School data	6.2
National comparative data	5.6

Unauthorised absence

	%
School data	0.5
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	39	50	89

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	33	36	39
	Girls	46	49	50
	Total	79	85	89
Percentage of pupils at NC level 2 or above	School	89 (85)	96 (89)	100 (96)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	33	35	39
	Girls	48	43	50
	Total	81	78	89
Percentage of pupils at NC level 2 or above	School	91 (86)	88 (88)	100 (89)
	National	85 (84)	89 (88)	89 (88)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	1
Black – other	2
Indian	5
Pakistani	0
Bangladeshi	7
Chinese	1
White	145
Any other minority ethnic group	15

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	10.6
Number of pupils per qualified teacher	24.5
Average class size	28.9

Education support staff: YR – Y2

Total number of education support staff	12
Total aggregate hours worked per week	80.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0.5
Number of pupils per qualified teacher	90
Total number of education support staff	5
Total aggregate hours worked per week	109
Number of pupils per FTE adult	10.7

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	0
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)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	2001-2
	£
Total income	727,232
Total expenditure	712,562
Expenditure per pupil	2,392
Balance brought forward from previous year	38,217
Balance carried forward to next year	52,887

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	305
Number of questionnaires returned	83

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	20	2	0	0
My child is making good progress in school.	61	35	0	0	4
Behaviour in the school is good.	52	45	1	0	2
My child gets the right amount of work to do at home.	41	42	7	2	7
The teaching is good.	72	25	1	0	1
I am kept well informed about how my child is getting on.	46	33	19	1	1
I would feel comfortable about approaching the school with questions or a problem.	72	25	2	0	0
The school expects my child to work hard and achieve his or her best.	60	37	0	0	2
The school works closely with parents.	59	33	8	0	0
The school is well led and managed.	78	19	0	0	2
The school is helping my child become mature and responsible.	63	36	0	0	1
The school provides an interesting range of activities outside lessons.	39	27	8	0	27

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

45. Children up to five are taught in the Nursery and in three Reception classes. They are admitted into the Nursery in the year in which they are four, and attend part-time in the mornings or afternoons. Children enter the Reception classes in September or January according to when their birthday is. Some come from other nurseries and playgroups, and spend only one or two terms in the Reception class before moving to Year 1 to start work on the National Curriculum; this is one of the main reasons why standards remain broadly average at the end of the Reception year, despite very good learning and progress. Since the last inspection, the school has made very good improvements in its provision, and has adapted very well to the changing nature of its intake.
46. The standards reached by children joining the Nursery range from well above average to well below average. While standards overall are broadly average, each class contains a very broad range of abilities and learning needs. All groups of children benefit from the consistently high quality of teaching in the Nursery and Reception classes, and learn very well. Teachers and nursery nurses observe the children very closely to assess their learning needs. They use the information gained from this work very well to plan activities that meet the social and learning needs of all groups of pupils. This leads to very good progress towards all of the nationally recommended learning goals for children of this age. Teachers pay special attention to helping children develop independence in their work and thinking, and children in the Reception classes are particularly well prepared to start work on the National Curriculum. Children are inspired to work hard at all tasks and challenged at all times to stretch forward to the next area for their learning. Almost all achieve, and some exceed standards expected in all areas of the curriculum and personal development. Pupils with special educational needs and those with English as an additional language make very good progress, although the learning of a small minority is held back by their behavioural difficulties.

Personal, social and emotional development

47. Children joining the Nursery immediately feel that they are in a secure and friendly environment. The sensitive encouragement they receive from all staff helps them to settle in quickly and to organise themselves in their chosen activities. The very small number of children who have serious behavioural difficulties are given particularly close support that keeps any disruption of other children's learning to a minimum. Other children respond very well to this by taking no notice of misbehaviour.
48. Children are confident and happy to come to school. They know that they should wash their hands when they are dirty and after using the toilet, and that they should flush the toilet after use. The children have good relationships with each other and with all the adults in the Nursery and Reception classes. They take the initiative in relationships with each other and with adults.
49. Children in all classes concentrate well when they are involved in a task, and stay working at it until it is completed. In all classes, they behave well in whole-class and smaller group activities as well as when working and playing independently. They are developing a clear understanding of right and wrong, share their toys with each other,

and help each other with tasks. They play well together in the home corner, allocating roles to each other and sharing the equipment well. They comfort each other sensitively when they are upset and organise themselves confidently in group play. For example, in the Nursery a group of five children went out into the garden with trowels and forks to dig for min-beasts! They organised themselves so that each person had enough space to dig and then they carefully helped each other transfer the mini-beasts that they had found into bug boxes for further examination in the classroom.

50. Children tidy up willingly after activities and take care of equipment. They understand the rules of their classroom, and know that they must put on their coats when they go outside on a cold day. They take turns co-operatively. Playing parachute games in the Reception classes helps them learn how to work co-operatively together and help each other.
51. The children's spiritual development and awareness of other cultures is fostered well. Independence is greatly encouraged and all staff offer excellent role models by the way in which they talk and listen to others and value all children's contributions. Staff support the children in every way, and are very sensitive to their needs.

Communication, language and literacy

52. The older children in the Nursery and Reception classes communicate fluently. They involve visitors in their conversations and readily talk about their work and explain their ideas. Even those children who are new to the Nursery quickly become confident and are able to ask simple questions and start to talk to others. They understand and use the conventions of polite speech, for example, one child said to another "Can you pass me the plates, please?" In the Garden Centre, another remarked: "I think this plant will be nice in my garden. What do you like?"
53. Children can initiate conversations with each other and negotiate positions. One child said to another, "I think we need chairs to be shop-keepers in the garden centre". The other replied, "So do I, let's get one." They constantly ask questions with confidence and are articulate and lively. "What are you doing?" "Why are you writing?" "I like writing. Come and look at me writing."
54. Children with English as an additional language come into the Nursery and Reception classes with wide-ranging skills in English. Some have low levels of English acquisition and some speak English well. They all make very good progress by the time they leave the Reception class. Opportunities are provided for children to speak in their own language, listen to stories in their own language, and look at dual language books.
55. All children in all classes love listening to stories and taking part, reciting rhymes and singing songs. Children can make up their own stories in the role play, using the home corner, small world toys and outdoor play. Children in the Nursery can recognise letters and their sounds, and in the Reception class they can blend letter sounds together to form simple words.
56. Children can use language to help them think in their play and draw conclusions about what they are doing. One higher-attaining girl talked to herself as she played. "This is my garden centre and I've got lots of flowers and seeds in my garden centre. I'll go and sit at my till so that when some customers come into my shop, I'll be able to take their money."

57. Children enjoy illustrations in books, have favourite books and handle them carefully. They can hold books the correct way up and turn the pages in order. They point out individual words on pages and can recognise some simple words. They can recognise rhyming words and read Big Books together. A few children in the Reception class can read simple books and most children in all classes can recognise and write their first name. All children make marks on paper and in the Nursery, some can write letters to form simple words. In the Reception classes, most can copy the teacher's writing and a few can write their own sentences unaided. They have good pencil control. In the garden centre, children can write tickets for those who come to buy seeds and plants.
58. Children take books home and parents support them well. In all classes there are comfortable reading corners where children were observed reading quietly to themselves and sometimes sharing a book with a friend. Writing opportunities are provided in all classes, and pencils and paper are freely available at all times.

Mathematical development

59. Children make very good progress across the full range of mathematical skills expected for their age. In the Nursery, most children can name and recognise numbers to 5, many to 10, and a few can sequence them in number. Through playing games and singing songs with given numbers of objects, such as '10 green bottles' and 'there were 5 in the bed...', children are developing sound awareness of addition and subtraction. In the Reception classes, many children can count to 20 and a few to 100. Children understand the relationship between numbers and objects through their play in the home corner in the Nursery. In the Reception classes, they can put shapes in order from small to large and can make repeating patterns with them.
60. All children develop a basic understanding of capacity, weight, length and space through practical explorations in sand and water play, the home corner, the Garden Centre and outdoor play. For example, children described containers as 'full' and 'empty' and could evaluate a length of building bricks. 'My line is longer than yours – I have got ten bricks and you have eight'. They develop sound understanding of mathematical language – for example, they can recognise that two square shapes are 'the same' and that two other shapes are 'different'. They recognise which card caterpillar is the longest and which is the shortest. They can order the caterpillars by size and can sort themselves into a line by height.
61. Children in all classes can name basic shapes such as square, rectangle, triangle and circle; in the Reception classes they can match shapes and form repeating patterns with numbers, shapes and colours.

Knowledge and understanding of the world

62. In the Nursery, children dig and explore in the garden area, hunting for mini-beasts and examining them with magnifying glasses. They collect them in bug boxes and they know the worm must be put back carefully into the earth of the garden after they have examined it. Children plant a range of seeds, observe their growth closely, learn how to care for plants, for example by replanting them in bigger pots as they grow. They identify features of the sun flowers and observe them closely with their natural eye and with magnifying glasses. They know that eating fruit is healthy.

63. In the Reception class, children study the history of their school and the local area, comparing and contrasting differences and similarities between past and present. They have a well-planned series of visits, and celebrated the Queen's Golden Jubilee, dressing up as kings and queens and enjoying a street party indoors. They reach good standards in scientific experiments, working carefully in response to materials that have been carefully prepared by teachers, and thinking hard about their answers to questions. The organisation of classes and teamwork between teachers and teaching assistants is particularly effective in this work, as it enables all children to learn effectively while the teacher is working intensively with one group.
64. Children create beautiful collages or life under the sea and link this with literacy work as they search in non-fiction books to find further information about creatures that live under the sea. They also study the seaside, looking carefully at different shells, sorting them out and doing close observational drawings. They learn about people in the community and what they do, and enjoy a visit to Lady Bankes Dental Surgery.
65. Computers are well used in all classes. In the Nursery, children understand key words such as mouse, screen, keyboard and click. They can track an image across the screen, follow instructions and click with the mouse. In all classes they use paint programmes to match their own pictures linked with all areas of learning. They stick and paint 2D and 3D models of the local area. They build constructions using a variety of commercial construction kits and building blocks.
66. Children are beginning to develop a good sense of time. In the Nursery they happily recount what they did at school yesterday as well as what took place longer ago, such as in the holidays. In the Reception classes, they learn to tell the time with hours and half hours. Explaining and investigating the early stages of science are an important aspect of provision in all classes and children readily ask questions about how things work. Classroom organisation and curriculum planning readily support this style of independent inter-active learning.
67. Many opportunities are provided for learning about other cultures, different religions, languages and customs. In the Nursery, a small group of children were observed handling artefacts from Christian, Moslem, Hindu, Sikh, Buddhist and Jewish faiths and talking about how they pray at home.

Physical development

68. In all classes, children show very good awareness of space and of other people by balancing well on tricycles and other wheeled toys, steering with skill, travelling at speed, yet being able to stop safely when required. They move carefully with confidence and are not afraid to experiment and use the toys.
69. Children run, jump, skip and hop all over the outdoor area and develop gross motor skills by construction and gardening activities, using the building blocks, shovels and spades with great dexterity. They share fixed climbing and balancing equipment with older children; at times this slightly restricts opportunities for learning in the Nursery for children to extend their co-ordination and balancing skills, or to present a challenge to the boldest and most able. Children dance rhythmically and with style, showing a good sense of space. Small World toys and the use of dough, paint brushes, construction kits, jigsaws and pencils help them develop their fine motor skills.

Creative development

70. Children are offered a very good variety of activities, including drawing, painting, model-making, cooking, role-play and music. They learn to select media and textures they need to create particular effects, and create beautiful pictures of life under the sea, leafy jungles, aboriginal art, plates of food and painting in the style of Monet. They are happy to explain to adults what they are doing and why.
71. Children enjoy making music and singing songs and are extending their repertoire of songs, nursery rhymes and jingles. They enjoy music from their own and other cultures and explore traditional and multi-cultural instruments. Dressing up and role-play in all classes encourages children to use their imagination and is very effectively encouraged by all adults through the materials provided and from adult intervention in the play.
72. In the Nursery, groups of children played imaginatively and happily in the home corner – cooking meals, laying the table and negotiating tasks. Dressing up clothes and other props extended their imagination well. In all classes children worked in the class garden centre, buying and selling tools, plants and packets of seed. They have real conversations, form queues and discuss what they want to buy to improve their gardens. They arrange and re-arrange the garden centre stock. In the Nursery, groups of children prepare their own puppet show, acting out the parts and singing their own songs, and songs they have learnt, to form a little show. Two children act as the audience.
73. Cooking, eating and drinking are regular experiences in all classes and these and other opportunities to smell and feel give children the chance to respond to sensations and explore their senses. Children in all classes react openly to stories expressing humour, kindness and happiness, and can use their imagination to relate these stories to incidents in their own lives.

ENGLISH

74. The changes in the backgrounds and starting points of a significant minority of pupils since the last inspection have posed particular challenges in English. The standards reached by pupils starting the National Curriculum in Year 1 have fallen from above average to average, and a small but significant number of pupils have additional learning needs caused by behavioural difficulties and by unsettled lives outside school. The school has met this challenge very well. It has developed co-ordination in English very effectively to ensure that all teachers teach to a good or better standard, and has adjusted the grouping of pupils to enable teachers to match work in all classes closely to pupils' needs. As a result, a pattern of rising standards has been strongly established in all areas of English, and overall test results have risen significantly since the last inspection. In 2002, gains in writing that had already been established were maintained, and there was a substantial improvement in reading scores.
75. All groups of pupils within the school have benefited from this systematic and carefully-planned approach. Pupils with special educational needs, and those who have recently joined the school, achieve very well in relation to their learning difficulties, and often reach nationally expected standards in reading, though this is less frequent in writing. Pupils from minority ethnic backgrounds, including those with English as an additional language, have a pattern of achievement which is broadly similar to that of other pupils. Higher-attaining pupils from these groups are fully represented in higher sets, and reach above average standards. Those in the early

stages of learning English benefit from teachers' emphasis on speaking and listening in all subjects, and on ensuring that pupils understand. There are no significant long-term differences in the standards reached by boys and girls.

76. The quality of work seen during the inspection was also above average overall. By Year 2, all pupils understand the connections between sounds and letters, and can use information from letters effectively to work out words. Higher-attaining pupils have well above average understanding of the spelling system. They understand, for example, patterns in double letters in the middle of words, and can work out difficult, unfamiliar words such as 'classification'. Most pupils can read simple texts accurately and fluently, and can find information from texts or the computer, although only a few can select the information they need to answer a question. Only a very small number of pupils with significant additional learning needs are still in the early stages of learning to read, and these pupils were making good progress during the inspection. Standards in writing are above average because of good handwriting, spelling and punctuation. This enables a very high proportion to reach nationally expected standards, and provides a very good foundation for further progress in the junior school. Higher-attaining pupils write very accurately and neatly. The proportion who have learned to use the complex sentence structures and vocabulary associated with well above average standards at this age is broadly in line with the national average. Standards in speaking and listening are above average overall. All pupils learn to make confident and relevant contributions to discussion, and discuss their work fluently with visitors. Work in subjects other than English is very well integrated with literacy skills. For example, pupils learn to make their own notes and to use non-fiction well in learning in science and in ICT.
77. All teachers make very effective provision to develop vocabulary and speaking and listening skills throughout the school day, and additional teaching for pupils with learning difficulties is very well organised. Teachers emphasise work on the basic skills of learning the links between sounds and letters in reading and spelling, handwriting and using capital letters and full stops. This ensures that lower-attaining pupils make consistent progress in the early stages of literacy, either reach or come close to the standard expected nationally, and have a foundation for learning on which to build in junior school. The learning and progress of pupils with significant special educational needs are particularly good, even when they have been in school for only a short time. The consideration extended to pupils from difficult backgrounds, particularly in giving them opportunities to speak and in valuing what they say, makes an excellent contribution to their personal development as well as to their skills in English. Higher-attaining pupils, including those from minority ethnic backgrounds and those with English as an additional language, receive consistently effective teaching to enable them to reach high standards. They make very good overall progress, but tend to reach higher standards in speaking and listening and reading than in writing. The school is meeting the very different needs of all of its pupils very well, and the overall pattern of achievement in English is very good.
78. The overall quality of teaching is very good, and it was excellent in a third of lessons during the inspection. The co-ordinator gives an outstanding personal lead, based on excellent knowledge and understanding of the subject, clear patterns of organisation, and very good adaptation of the National Literacy Strategy to meet the needs of the pupils. Teachers plan a very good range of activities within each lesson, and manage pupils very well, ensuring that they are all involved and learning. They give very clear explanations of points of difficulty, and give pupils many opportunities to discuss and explain their learning, both in groups and in sessions involving the whole class. Teachers use resources very well, so that each individual pupil is involved in all class activities. Where the teaching is excellent, these qualities are enhanced by particularly

well-paced presentation and imaginative personal touches. In demonstrating writing, for example, one teacher used a puppet, which wrote on the board making similar errors to those of the pupils, who took delight in pointing them out. Teaching assistants make a consistently effective contribution to the learning of both individual pupils and small groups.

79. While all of the teaching is of a very high standard, the school takes care to allocate its most skilled teachers to the point of greatest need. The co-ordinator, for example, teaches the lowest-attaining pupils in Year 1, and builds a foundation for these pupils either to reach or to approach average standards by the time they move on to junior school. All teachers take great care over the assessment of pupils' work. This is carried out in great detail, with close reference to the National Curriculum requirements, and includes detailed assessment of speaking and listening as well as literacy skills. Information from this assessment is used very well to set targets for future work, and these are kept under continuous review. Pupils use the library regularly, and reading resources are very well organised, with a simple but effective system of rewards to promote progress. Additional activities to support learning, including well-organised homework, visits from writers and illustrators and the early start to the school day, provide very good opportunities for pupils to work with teachers, teaching assistants and parents. Overall, the improvements in English since the last inspection have been very good, and the subject makes a major contribution to the aims of the school.

MATHEMATICS

80. The results of national tests for pupils in Year 2 have been rising steadily since the last inspection, and showed a further strong improvement in 2002. This was reflected in the standard of work seen during the inspection, which was consistently above average. Higher-attaining pupils do particularly well in mathematics, and there are no significant differences in the standards reached by boys and girls. Pupils with special educational needs and those with English as an additional language, learn very well. Almost all reach the standard expected nationally, and there are some examples of outstanding achievement, particularly in cases of autism. The high achievements of all groups of pupils in mathematics makes an excellent contribution to the school's aim of including all pupils in its culture of achievement.
81. Pupils in Year 2 have good mental calculation skills, and confidently work out problems involving money and time. They can explain their strategies when solving simple addition and subtraction problems, and higher-attaining pupils quickly see patterns in number sequences. For example, during a lesson to work out doubles to make calculation easier, pupils identified the halves and quarters and worked out patterns by counting in twos and fours. This good knowledge and understanding of the number system begins in Year 1, where pupils learn to count and order numbers accurately, and to use halving and doubling. Pupils reach above average standards in identifying properties of shapes in two and three dimensions. Pupils in Year 1 use computers well to produce pictographs of their favourite foods, but there is scope to use computers more extensively in Year 2. Throughout the school, pupils make very good progress in using and understanding mathematical vocabulary.
82. Teaching has improved significantly since the last inspection, and is now very good, particularly in practical activities. The best teaching is excellent. All teachers have good knowledge and understanding of the National Numeracy Strategy, which they adapt very well to pupils' needs. Planning is very good, and links work consistently to what pupils most need to learn. Mental mathematics sessions at the start of each lesson are lively, challenging and enjoyable for pupils and teachers alike. Throughout lessons, teachers move learning forward by probing questions, and pupils make a

most effective contribution to their own learning by their eagerness to think hard and to answer accurately. Where the teaching is excellent, these qualities are concentrated, and resources are particularly well matched to the learning needs of pupils, helping them to explore mathematical ideas with the support of attractive stories and small toys. Additional teaching for pupils with special educational needs is very closely focussed on helping them to develop effective strategies for number work, and leads to very good and at times excellent progress. No pupils are in the early stages of number work by Year 2. Gifted and talented pupils make very good overall progress, though, very occasionally, they would benefit from still more demanding tasks when working in groups. Homework is effective and enjoyable, and is closely linked to the skills pupils have learned in school. Pupils are effectively encouraged to apply their mathematical skills in other subjects. For example they explore measuring skills in design and technology and use their numerical skills during scientific experiments.

83. The co-ordinator gives a very strong personal lead in mathematics, and manages the subject very well. The school has a very good system for assessing and tracking pupils' progress, and uses this to set clear learning targets that are shared with pupils and parents at the beginning of the school term. The school's system of grouping pupils according to their learning needs contributes to the learning of all pupils, including those with special educational needs and those who have recently arrived, often with very limited mathematical skills. The overall improvement in mathematics since the last inspection has been very good, and it is a major strength of the school.

SCIENCE

84. Standards in Year 2 are above average, and results in teachers' assessments showed a good improvement between 2001 and 2002. As at the time of the last inspection, science is taught through well-planned experimental and investigative work. This has a very positive effect on standards, as pupils have many opportunities to carry out their own experiments and learn scientific principles through a practical approach. This is working well to improve their knowledge and understanding of the subject, and makes the work interesting, enjoyable and relevant. By the time pupils leave the school, they have achieved well in science as a direct consequence of this very good teaching. Pupils with special educational needs and those with English as an additional language also achieve well, through both this high quality teaching, and the well-focused help they are given by experienced support staff, who work very closely with class teachers. There are no significant differences in learning between boys and girls. There has been a good improvement since the last inspection; standards have remained high, and the quality of teaching has improved.
85. By the age of seven, pupils have a good understanding of the life cycle of a butterfly and the conditions needed for a plant to grow successfully. Their investigative skills are particularly well developed, and, through many carefully planned experiments, pupils confidently predict, test, record and draw considered conclusions. They understand that their experiments must be fair. For example, when testing the absorbency of various materials, they know that the same amount of water must be used each time so that the results can be fairly compared. Through a careful exploration of the school grounds, pupils have a good knowledge of the habitat and needs of a wide variety of minibeasts. All aspects of the curriculum are successfully taught to pupils so that, by the end of Year 2, they are confident scientists.
86. The quality of teaching is very good, and has improved since the last inspection, when only half the teaching was good. Lessons are particularly well planned in year groups to ensure that pupils are given work at a suitable level and to enable teachers to share

ideas and expertise. Correct scientific vocabulary is stressed in each lesson, and pupils learn to use it appropriately from an early age. This has a very positive impact on learning, particularly for those pupils who have English as an additional language. It enables them to extend their knowledge of both English and science in a meaningful situation. Teachers create a purposeful working atmosphere that helps pupils concentrate on their work without interruption. Good subject knowledge enables them to make useful teaching points and help pupils learn new concepts securely. Pupils are given the opportunity to work independently and make their own decisions. For instance, in a Year 1 lesson about forces, pupils sensibly decided on how best to roll a variety of bottles down a ramp so that the results would be fair. As they move through the school, pupils develop a mature attitude to their work and are keen to succeed. They respond well to the very good teaching they receive, and their behaviour is always good.

87. Science makes a good contribution to improving pupils' literacy skills through making notes, writing about their experiments, discussing results and learning correct scientific vocabulary. For example, more able pupils in Year 2 used the notes they made about a video on butterflies to write accurate accounts of their own. Numeracy skills are also well supported by science, as many of the investigations involve measuring, counting and recording skills. Information and communication technology is used when appropriate to support learning in science. Year 1 pupils put the data collected during their rolling bottles experiment into the computer and were delighted when, at the push of a button, the data was displayed as a block graph.
88. The management of science is good. Planning and finished work are carefully monitored to ensure coverage and judge standards. Assessment procedures are firmly in place and pupils' efforts are assessed and recorded at the end of each unit of work. These assessments are used effectively to guide future planning and to highlight areas in need of further development. The many good quality displays, which often include pupils' work, help to raise the profile of the subject and show pupils how much their work is valued.

ART AND DESIGN

89. By Year 2, standards in art and design are above average. This is a good improvement since the last inspection, when standards were broadly average. No art and design lessons were taught during the inspection but the quality of pupils' work in many eye-catching displays provides clear evidence of good teaching. All pupils, including those with special educational needs and those with English as an additional language, achieve well and make good progress in learning new techniques using a good range of media.
90. From an early age, pupils are introduced to mark-making techniques using pencils, chalk, charcoal, pastels and paint. They make good use of these in their pictures. For example, pupils in Year 1 used their new skills to produce good self-portraits after studying those painted by famous artists such as Van Gogh and Frida Kahlo. They had also produced life-sized and miniature portraits, and had thoughtfully evaluated their work, suggesting improvements they would like to make. In Year 2, pupils build on these skills and create artwork that is pleasing to view and of good quality. They try out three-dimensional techniques in paper and card based on their own initials and then utilise these skills in making a whole-class mural showing various aspects of the school. These murals are prominently displayed and of particularly good quality, showing a good range of ideas and techniques. Pupils are encouraged to look closely at what they are drawing, and learn to use viewfinders effectively to focus on, and then reproduce, specific details of a scene. Other attractive pictures resulted from

studying and extending a small section of a photograph. Pupils have limited opportunities to work with materials such as clay and this is an area identified by the school for improvement.

91. Some artwork is suitably linked to other areas of the curriculum. For instance, as part of their studies of Sikhism, Year 2 pupils produced collages depicting heaven, and interesting decorations of Sikh symbols. Some particularly striking work was linked to the Queen's Golden Jubilee celebrations, with the Union Flag used as a basis for abstract designs. Skills in information and communication technology were successfully used in creating some of these pictures. The subject makes a very good contribution to pupils' spiritual and cultural development through the thoughtful and stimulating work produced, and the studies of work by artists from around the world.
92. Good displays, to which all pupils contribute, raise the profile of the subject, make the school an attractive environment and show the value put on pupils' artistic efforts. Management of art and design is good with planning and finished work closely monitored to assess standards and coverage. At the end of each project pupils' work is accurately assessed and recorded to help teachers report to parents and plan suitable future work.

DESIGN AND TECHNOLOGY

93. Standards are broadly average. Although they were judged to be better than in most schools at the time of the last inspection, standards remain satisfactory. This is because the school has continued to teach all aspects of the subject successfully while paying attention to national priorities for developing literacy and numeracy. There are no significant differences in the learning of boys and girls. Pupils with special educational needs and those with English as an additional language make the same good progress as their classmates.
94. Pupils aged seven follow the correct procedures when designing and making their products. Before making their own designs, they look at commercial products and decide which features they would like to include. They then use a design sheet well to plan their work and include a drawing of their design, lists of materials required and tools to be used. On completion they successfully evaluate their product, say what they like about it and suggest improvements. Pupils use a variety of tools safely and choose the most appropriate tool for the job. For instance, when making vehicles, they used a saw correctly to cut the wooden axles and attached the wheels firmly using a glue gun. They know a range of techniques for joining materials, although sometimes they use sticky tape when other methods would be more secure. This prevented the wheels on many vehicles from turning easily, and led to them falling off when the vehicle moved.
95. The quality of teaching has improved since the last inspection, and is now good. Teachers manage their pupils very well and constantly encourage them to do their best. Pupils respond well to this and work carefully and safely showing great pride in their efforts. This was clearly seen in a Year 1 lesson in which pupils were designing and making model playground equipment. Their enjoyment was visible when they tested their slides, swings, seesaws and roundabouts with toy bears and found they worked successfully. Lessons are well planned in year groups to help pupils build on the skills they learn. This enables teachers to share ideas and ensure that all pupils learn the same skills during their lessons.

96. Work in design and technology makes a useful contribution to literacy through the writing of evaluations, and to numeracy by using measuring skills when making products. Information and communication technology, however, is under-used. The range of resources provided for pupils to choose from when making their products sometimes limits learning. For example, pupils in Year 2 designed vehicles for a specific purpose, but could not follow their ideas through as only one size of wheels and axles was available. The school has recognised the problem, and has begun to improve resources for making moving vehicles, including a choice of steering mechanisms.
97. The management of design and technology is good. Through careful monitoring of planning and outcomes, it ensures that all pupils learn at a good rate. Pupils' work is accurately assessed at the end of each unit of work. This gives the teachers and co-ordinator a clear picture of standards, as well as highlighting areas for development.

GEOGRAPHY

98. No lessons could be observed during the inspection, but analysis of pupils' work, teachers' plans and displays around the school indicate that standards are well up to those expected across the whole range of the National Curriculum, with good features in the work of higher-attaining pupils. Pupils with special educational needs and those with English as an additional language make similar progress to their classmates. The range of pupils' skills in the subject has shown significant improvement since the last inspection.
99. 'Barnaby Bear' is a familiar character to all pupils, and they follow his travels and adventures with great interest. This is an effective and entertaining way for them to learn about maps and the location of various countries around the world. With a little adult assistance, Barnaby sends postcards from such diverse countries as Russia, Egypt, Spain and Great Britain. Pupils successfully find these on a world atlas and globe. Artefacts from other lands are also used effectively to help pupils learn more about life in other areas. Pupils in Year 2 understand that there are physical and cultural differences between countries through their comparison of an Indian village with Ruislip. They make perceptive and interesting observations about differences in lifestyles, occupations, social structure and the environment. Pupils draw accurate plans and maps, using their own and some conventional signs and symbols such as a cross for a church. As part of their geography studies, Year 2 pupils walked to the local church and carefully recorded their route and the features they observed on their own plan. More able pupils understand and are able to draw maps from a bird's eye view showing the tops of buildings, trees and other features.
100. It is not possible to make a full judgement on the quality of teaching, but analysis of pupils' work shows that teaching has good features and no significant weaknesses. Interesting and imaginative work is planned at a suitable level to help pupils develop geographical skills in a structured way. Good displays stimulate the pupils' interest and their understanding of the world.
101. Using coordinates to find places on a treasure map is a useful link to mathematics, as is the use of scale. Literacy is also supported through work in geography by pupils' writing about other countries and clearly identifying and comparing similarities and differences. Information and communication technology also makes a positive contribution to the learning of new geographical skills. The use of a floor robot, programmed by the pupils to move in different directions and distances, reinforces their understanding of following a route and the associated language. Digital cameras

used to record places and events outside the classroom also help pupils' knowledge and understanding of their own environment.

102. Management of geography is good and the scheme of work provides a clear structure to the planning so that pupils successfully learn the correct skills and knowledge and build on these as they move through the school. Pupils' work is accurately assessed at the completion of each unit of work and the information gathered proves useful in reporting to parents, planning future work and monitoring standards.

HISTORY

103. Because of the timetable and a visit to the Horniman Museum, it was not possible to observe lessons in Year 2. However, Pupils in Year 1 were reaching broadly average standards. Discussions with pupils and analysis of work on display indicated that standards are also broadly average in Year 2, with some good work in historical enquiry. There has been good progress in this aspect of history since the last inspection. Otherwise, standards are broadly similar.
104. By Year 2, pupils have average understanding of the passage of time and of how things change. For example, they know that, in Victorian times, toys were often made of wood and that today they are made mostly of plastic. Through comparisons, pupils make satisfactory progress in their understanding of differences between the lives of people in the past and those lived today. Good use of objects from the past, such as washday implements, helps the pupils to understand how people lived, and to develop their skills of enquiry. Pupils have good experience of practical reconstructions, for example through writing in chalk on slates. By Year 2, they begin to put events in sequence, and make links between history and technology in work on the history of transport.
105. Teaching during the inspection ranged from satisfactory to good, and was satisfactory overall. All teachers make effective use of toys from the school museum and of others pupils bring from home. In good lessons, teachers help pupils develop their investigative skills through close questioning, and promote good use of vocabulary, for example by encouraging them to find alternative words to "old". Where the teaching is satisfactory, questions are less closely focused on developing pupils' thinking, and some of the toys chosen are too recent to enable pupils to see clear differences between them and modern toys. Teachers make good use of visits to stimulate pupils' interest in the subject, and its overall contribution to literacy skills is good.
106. Standards and progress are not systematically assessed. However, other aspects of leadership and management are good. There is a good scheme of work, based on national guidelines, and a good selection of resources, including a satisfactory collection of books in the library.

INFORMATION AND COMMUNICATION TECHNOLOGY

107. The school has not developed its resources to keep pace with the changes that have taken place nationally in this subject since the last inspection. There is one computer in each classroom, and this does not provide enough experience and practice to allow pupils to develop the skills achieved by most pupils of their age. As a result,

standards in Year 2 are now below average. Pupils' skills and confidence in using keyboards are below average, and, while most pupils know how to print their work, many do not know how to save it.

108. Pupils receive regular teaching in ICT. Much of it consists of demonstrations by the teacher, with scope for pupils to contribute, for example by loading or operating a program. These lessons are of good quality, with some very good features. Teachers provide a good introduction to the language of computers, using terms such as "hyperlink". They manage pupils very well, so that a whole class can see a small monitor. However, they do not have the means to provide enough hands-on experience for most pupils to develop their skills, and this loses much of the impact of the good teaching. Teachers pay close attention to what pupils have and have not understood in lessons, and use this well to plan future work. In one Year 1 class, for example, pupils were having problems with programming a floor robot. They gained a clearer understanding of the need for precise phrasing by giving a series of instructions to each other and observing the results, which were often entertaining. However, the school does not yet track the development of each pupil's skills against the requirements of the National Curriculum.
109. ICT is making a good contribution to learning in art and design, where pupils make interesting drawings, with good selection of shape and colour, and very good use of the Union Flag as part of the Jubilee celebrations. There is also some effective use of computers in English and mathematics. However, the contribution of ICT to learning in most subjects is underdeveloped, and pupils sometimes break off work in one subject to use the computer for another. Management and co-ordination have ensured that teachers have the skills they need to teach ICT, and that lessons are consistently well taught. They have not yet ensured that the school has the resources it needs to translate these skills into a fully effective programme of learning for all of the pupils.

MUSIC

110. Standards in music are above average in Year 2, and achievement is good. This represents good improvement from the average standards seen during the last inspection.
111. By the end of Year 2, pupils can create a piece of music of their own about the weather, based on word patterns written in a literacy lesson. They can then play the music creatively on a wide range of untuned percussion instruments, using their voices to make the appropriate weather sounds, such as "sparkling sunshine" and "scary storm". They know how different effects can be achieved by shaking, tapping or striking the instruments.
112. They can conduct a small group of pupils using directional signs such as 'piano', 'forte', 'quick' and 'slow', and can put all the small groups together to form a composite instrumental piece, conducting them impressively in their composition. They use informal signals to record what they have composed. They refine and practise again their compositions so that they are suitable for performance.
113. Pupils listen attentively to elephant and kangaroo music, from the 'Carnival of the Animals' by Saint-Saens and create appropriate actions in the air to show the movements of the animals and the pitch and tempo. Their language development is skilfully extended by the teaching of specialist music vocabulary such as 'piano', 'forte', 'pitch' and 'tempo'. Work in music is linked well to other subjects, and greatly enhances their understanding, particularly of literacy, science and geography.

114. Pupils throughout the school sing tunefully and enthusiastically, carefully observing the beat and pitch and articulating the words carefully. During the inspection, they enjoyed composing actions which indicate the movements of the slow, heavy elephant with the large, wavy trunk that they had read about in a poem in a literacy lesson. They know a wide range of songs and rhymes which they sing in music lessons, other lessons and assemblies. They have a useful working knowledge of the families of instruments and the different members of the families. They know some famous composers and some features of their life and work. Music from the past and around the world, including a wide range of instruments and cultures, is used throughout the school in lessons and assemblies.
115. Pupils are making good progress throughout the school in every aspect of the National Curriculum. They benefit from teaching that is carefully planned, both to develop their technical skills and to engage their interest by making the work relevant. A strong lead from the music co-ordinator ensures that all classes are well-taught, whether or not their teacher has specialist skills in music. Pupils are constantly challenged to reach high standards in singing, composition and music appreciation. Pupils with special educational needs and those with English as an additional language are fully involved in lessons and are making good progress. However, while higher-attaining pupils also make good progress, they do not at present have the opportunity to learn pitched musical instruments, or to play together in ensemble groups.
116. Pupils' musical experience is enhanced by visits of professional musicians such as the Hillingdon Music Service Orchestra. Concerts combining music, literacy, drama and dance are regularly created for parents and friends, in which the whole school takes part, on such themes as Christmas and the Millennium.

PHYSICAL EDUCATION

117. Standards are broadly average, and similar to those reached during the last inspection. However, the quality of teaching has improved, and is now good, with pupils well managed and kept active throughout lessons. This enables pupils of all abilities to achieve well and make good progress. All aspects of the subject are taught to all pupils as they move through the school. Pupils with special educational needs and those with English as an additional language make the same good progress as their classmates. Because of the careful planning of lessons more able pupils are also extended and reach standards, particularly in games, above expectations. For example, in a Year 1 lesson the more able pupils successfully controlled a small ball with a bat whilst moving it around the hall.
118. Dance and games lessons were observed during the inspection. In dance, pupils in Year 2 successfully matched their movements to music, and caught the mood of the piece to show how various sea creatures, ranging from large whales to tiny fish, would move through the water. Some very imaginative work was seen, with pupils showing great concentration as they worked at different speeds and levels. Pupils of all ages use space effectively and sensibly so as to avoid collisions. They join in warm up activities with enthusiasm and enjoyment and understand the need for these. In games lessons, many Year 2 pupils throw and catch a beanbag successfully and sensibly play a simple game in fours, showing good awareness of the need for rules. Pupils always dress correctly for lessons.
119. Teachers manage their pupils well, and lessons move along at a brisk pace, with all pupils kept active and fully involved. Teachers plan their lessons well develop new

skills. Their good subject knowledge enables them to set suitable tasks and make pertinent teaching points to help pupils improve their levels of performance. Good use is made of demonstrations by individuals and groups of pupils to share ideas and show good practice. This was clearly seen in a very good Year 2 dance lesson in which the teacher encouraged the pupils watching to make sensible and thoughtful comments about the performances of others. Teachers fully address all health and safety aspects.

120. The school holds an annual sponsored sports challenge that is popular with pupils and well supported by parents, who help with the organisation and also join in enthusiastically. Ballet is offered to all pupils as an extra-curricular activity, but is only taken up by girls. At present there are no other lunchtime or after school activities for pupils to further develop their interests and skills. The spacious hall, flat playground and large field are used well in lessons, and the good quantity and quality of resources ensure that pupils are using the correct equipment to develop and learn new skills.

RELIGIOUS EDUCATION

121. At the end of Year 2, standards are above average, and higher than those expected in the locally agreed syllabus for religious education. All groups of pupils learn equally well. This represents good achievement, and is a considerable improvement on the average standards seen during the last inspection.
122. By the end of Year 2, pupils have a good understanding of Judaism. They know that the synagogue is where Jewish people go to worship and that the holy book, the Torah, is a scroll kept in a special place in the synagogue. They can describe the special clothes that Jewish men wear when they pray, and can relate stories about Moses, the plagues in Egypt, the receiving of the ten commandments and how God helped his people to escape out of Egypt. They can relate the creation story in the Bible. Pupils also have a wide knowledge of Sikhism. They know the storey of Guru Nanak, can describe holy artefacts that are special to Sikhs, and have very good knowledge of the beliefs of Sikhs.
123. Pupils have explored common themes present in a number of world religions such as Hindu, Moslem, Christian and Jewish faiths. These themes include caring for others, helping the poor, being kind, sharing, being honest, tolerant and truthful, and listening to others' points of view. They can explain what a wide range of religious artefacts are used for and which religion they represent. They can reflect sympathetically on their own beliefs and those of other people and think about the effect the beliefs will have on their own lives and behaviour.
124. Teaching in religious education is good, with some very good features. Teachers have good knowledge and understanding of the subject, and plan lessons carefully. They often challenge pupils to think hard about the significance of the issues they are discussing, and to relate them to their own lives. The subject makes a very good contribution to literacy and language skills by encouraging pupils to express their thoughts clearly, and to use accurate terminology.
125. The co-ordinator is very enthusiastic about the subject, and has raised its profile in the school, giving advice and help to colleagues on the teaching and content of the subject. She has recently developed a new scheme of work based on the new locally agreed syllabus, and into which music, art and other subjects are integrated. A wide range of interesting artefacts, visitors and visits are well used to enhance the subject for the pupils.

126. The subject makes a good contribution to pupils' personal development. Through the study of a range of different faiths, pupils gradually develop their understanding of, and respect for other people's beliefs, values and customs, and come to a better understanding of their own.