

INSPECTION REPORT

EAST ACTON PRIMARY SCHOOL

Acton, West London

LEA area: Ealing

Unique reference number: 101868

Headteacher: Mrs S Bates

Lead inspector: Robert Greatrex

Dates of inspection: 16 – 19 September 2003

Inspection number: 256016

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
Number on roll:	229 pupils
School address:	East Acton Lane Acton London
Postcode:	W3 7HA
Telephone number:	020 8740 8929
Fax number:	020 8743 7083
Appropriate authority:	Governing Body
Name of chair of governors:	Nigel Williams
Date of previous inspection:	May 1998

CHARACTERISTICS OF THE SCHOOL

East Acton Primary School is a medium-sized urban school in West London. It has received awards including 'Investors in People', the 'Quality Mark' and 'National Healthy Schools Standard'. The immediate locality has pockets of social and economic disadvantage. The proportion of pupils eligible for a free school meal is well above average. The attainment of the pupils on entry covers a wide range and is below average overall, with speaking and listening skills being particularly low. The school has a rich and diverse ethnic mix. Just over a quarter of the pupils are from white British families. The remaining pupils come mainly from black British, black Caribbean, black African, Indian, Pakistani, Asian and Arabic speaking families. Four pupils are from refugee families. Many of the pupils are from bilingual backgrounds and speak English fluently. Four pupils are in the early stages of learning English and are receiving support. The languages other than English include Arabic, Somali and Romanian. A little over a fifth of pupils have special educational needs and this is about average. Eight pupils have statements of special educational needs; this is well above average. The significant learning difficulties faced by pupils with special educational needs including general learning difficulties; dyslexia; emotional and behavioural; hearing impairment; visual impairment; and autism. Pupil mobility is high.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19924	Robert Greatrex	Lead inspector	Mathematics Science Information and communication technology Physical education English as an additional language
9275	Candy Kalms	Lay inspector	
22822	Cheryl Thompson	Team inspector	English Geography History Music Special educational needs
22147	Anne Holland	Team inspector	Art and design Design and technology Religious education Foundation Stage

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

East Acton is an improving school that is **effective overall**. It is giving **satisfactory** value for money. The school is emerging from a period of high staff turnover. During this time, parents say leadership has done well to 'keep the ship steady', for example relationships between staff and pupils remain very good. However, while standards at the end of Year 2 are average and improving, they are below average at the end of Year 6. Achievement of all pupils is good in the four youngest classes. In Years 3 to 6, where all members of staff are new and still establishing themselves, it is satisfactory. Most pupils behave well and show interest in their lessons. The school is well led and managed with a very clear idea of what needs to improve, and how that should be done. A strong focus on teaching techniques is effective in improving learning.

The school's main strengths and weaknesses are:

- Standards are improving in the nursery, reception and Years 1 and 2. Pupils achieve very well.
- Achievement in Years 3 to 6 is satisfactory but standards in English and mathematics are below average because of the large numbers of pupils with significant special educational needs.
- Provision and teaching in reception, nursery and Years 1 and 2 are very good.
- The school is well led, with a clear sense of purpose and drive. Everyone fully contributes to the shared vision for the school's development.
- Pupils are taught well to respect their own and other cultures.
- Relationships between staff and pupils are very good.
- Tasks are not matched closely enough to the needs of less able pupils in older classes.
- Although pupils' punctuality has improved, many still arrive after school has started.
- The hall is inadequate for physical education.

Since last inspected in 1998, the school has effectively met all of the areas for improvement listed then. Provision and teaching in the nursery are much improved, the history curriculum is much better and communication with parents is clearer. The governing body is much more active and plays a more effective role. Attendance is better.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			similar schools
	2000	2001	2002	2002
English	E	C	D	A
Mathematics	E	A	D	A
Science	D	A	B	A

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those with similar percentages of pupils eligible for free school meals*

Pupil achievement is **satisfactory** overall. Pupils achieve very well in the nursery, reception and Years 1 and 2. The vast majority, but not all, achieve satisfactorily in Years 3 to 6. Less able pupils in these years do not always receive work matched to their needs and their progress is less than it might be. Otherwise, pupils do as well as might be expected, whatever their ethnic group.

Children enter the nursery with a wide range of ability but below average overall. They do very well and nearly all achieve the goals children are expected to reach by the end of reception. Very good progress continues in Years 1 and 2. Nearly all pupils reach average standards by the end of Year 2 and a large proportion reach a higher level. In Years 3 to 6, high teacher turnover has been disruptive. Over time, standards have fallen, although most pupils have made the expected gain

since Year 2. Assessment is used satisfactorily to track pupils' progress. Data is being used with increasing effect to identify areas where pupils, or groups of pupils, need specific support.

Pupils' spiritual, moral, social and cultural development is **good**. Attitudes are largely positive and the great majority behave well. Attendance is satisfactory, but a relatively high proportion of pupils arrive late.

QUALITY OF EDUCATION

The quality of education provided is **satisfactory**. Teaching is **satisfactory** overall and the curriculum is **good**. Pupils are well cared for generally.

There is a clear school style of teaching. Pupils' learning benefits greatly as they know what is expected of them, and what they can expect. Very good teaching in the nursery, reception and Years 1 and 2 matches work closely to pupils' levels, giving just the right amount of challenge. Teaching is satisfactory in Years 3 to 6. During the inspection, these teachers were new and still establishing themselves. Good teaching and better learning are emerging in the older two classes where very good relationships and a business-like approach enable the focus to be clearly on doing well.

The special events are a very imaginative and stimulating initiative that both parents and pupils value. Because pupils learn with enjoyment and interest, they work harder. All cultures are valued and there is a strong community involvement. The school has a real "family feel". Parents are happy that their children are known to all staff, and are confident the members of staff care for them well.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. The governing body is very active, working closely with all staff and using parents' questionnaire responses to shape the direction of the school. The school has a clear direction. The members of staff successfully promote race equality and create a harmonious school. A new leadership structure has given able staff, who have a very clear understanding of what needs doing and how it might be done, the opportunity and responsibility to make a difference.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents feel that their children like and enjoy school. They are kept well informed about how their children do at school and believe the school enables their children to achieve good standards. They find it easy to raise questions or problems. The 31 questionnaires returned are largely favourable and results are similar to when the school was previously inspected. On the other hand, one in three parents does not feel the school handles complaints well.

Pupils like their school. They particularly remember the interesting activities they enjoy during week or day-long events such as 'International Week'. These events create very strong memories that represent good learning. They like the fact that their ideas for changes are listened to.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- raise standards in Years 3 to 6 in English and mathematics;
- match tasks more closely to pupils' levels, particularly the less able and those with special educational needs in Years 3 to 6;
- improve pupils' punctuality;
- improve accommodation for physical education.

and, to meet statutory requirements:

- by keeping a paper copy of the daily register.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards are below average when pupils join and leave the school. Pupils achieve very well in the four youngest classes and satisfactorily in Year 3 to 6. Girls achieve particularly well compared to boys.

Main strengths and weaknesses

- A particularly high proportion of Year 2 pupils reach above average standards.
- Tasks are very well matched to the needs of all pupils in the four youngest classes and they make rapid progress.
- Girls do very well.
- Tasks are not closely matched to the needs of some of the least able in Years 3 to 6, limiting their progress.

Commentary

1. At the time of the last inspection in 1998, standards were judged to be average at the end of Year 2 and Year 6 in English, mathematics and science. In the period between then and 2002, the improving trend at the end of Year 6 has been broadly in line with the national trend. Results fell in 2003.

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	26.6.(27.2)	27.0.(27.0)
Mathematics	26.4.(28.5)	26.7.(26.6)
Science	29.4.(29.8)	28.3.(28.3)

There were twenty-eight pupils in the year group. Figures in brackets are for the previous year

2. The table above shows in 2002, the most recent year for which national comparisons are available, standards had fallen in English and mathematics, and risen in science. In 2003, results fell again in all subjects, and particularly so in mathematics. Four factors are important. Firstly, every year group is different and there are often year-on-year fluctuations in schools with relatively few pupils taking the tests each year. The 2003 class included a high proportion of pupils with special educational needs and a high proportion who had joined the school recently. Eleven pupils in the class tested last year joined or left the school in the last four years. In the current Year 6, this figure has risen to 16 pupils. This limits the time the school has to add value to these pupils' education. Secondly, the many staff changes in the recent past in Years 3 to 6, have led to a more disjointed curriculum. At the time of the inspection, one teacher had taught at the school for two terms whilst the other three were in their second full week at the school. Thirdly, the tested class were also below average at the end of Year 2. In the period between, most of those that have remained in the school have made the expected amount of progress. Finally, standards are very good when compared with other schools with similar characteristics to East Acton.
3. The table below shows that standards at the end of Year 2 improved in 2002. This year-on-year improvement continued in 2003. Satisfactory results in reading have been coupled with much better results in writing. Mathematics shows the most improvement, whilst satisfactory standards in science have been maintained. Current standards in class are just as good.

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
Reading	16.0 (14.6)	15.8 (15.7)
Writing	13.9 (13.1)	14.4 (14.3)
Mathematics	14.6 (13.6)	16.5 (16.2)

There were thirty pupils in the year group. Figures in brackets are for the previous year

4. Standards when children start in the nursery cover a very wide range but are below average overall. This is identical to when the school was last inspected. Progress in the nursery, reception, Year 1 and Year 2 is very good. Year on year, pupils enjoy a very well taught, stimulating and rich curriculum. They work hard because learning is interesting and fun. Consequently they do very well. In the nursery, this is a considerable improvement since the school was last inspected. By the time pupils leave reception, they have reached the standards expected for pupils of this age in all six 'areas of learning'. There is particularly strong progress in communication, language and literacy. Pupils in Years 3 to 6 make satisfactory progress overall. Some of the least able, however, do not receive work that is matched closely enough to their needs. This slows their rate of progress.
5. Pupils in nursery, reception, Year 1 and Year 2 do well whatever their ability. In 2003, for example, nearly half the Year 2 class achieved above average test results in mathematics. In the meantime, the least able pupils are also making the progress that can be expected of them. This is largely for two reasons. Firstly, skilled and experienced teachers match work to pupils precisely, so that there is just the right amount of challenge in all they do. Secondly, teachers and teaching assistants work closely together to give pupils the support they need when they need it, for example when they struggle with a new concept.
6. Pupils for whom English is an additional language generally do as well as their peers. The number of adults in classes helps ensure that they receive the support they need. The vast majority of pupils from different ethnic groups do as well as their peers. The school generally caters for most needs and, through the very good work they do to celebrate cultural diversity, help ensure all pupils feel valued. They feel they belong, their self esteem is raised and they feel good about school and their schooling. This aids their achievement.
7. Girls do well. Although a minority group in most classes, their needs are well met and they are given the opportunities to achieve well. They contribute a lot to their learning through their very strong effort and desire to do well.
8. Older pupils with special educational needs do not achieve as well as they should. Although statutory requirements have been met, the lack of a special educational needs co-ordinator for two terms has meant support for some pupils has fallen by the wayside despite the best efforts of staff. Pupils' specific needs have been identified, but in some cases the school has not provided the right type of support and/or resources. Younger pupils in Years 1 and 2 achieve much better because staffing has been more stable and teachers are skilled in teaching basic skills.
9. Standards in information and communication technology (ICT) are in line with national expectations at the end of Years 2 and 6. This is similar to when the school was last inspected. Pupils are highly motivated to use the computer suite and work hard. This coupled with well-taught interesting and relevant curriculum ensures that the pupils achieve as expected in each strand of the curriculum.

10. At the time of the last inspection, standards in history were below those expected in Years 1 and 2. Pupils' work shows that standards have now improved and are in line with those expected.
11. Standards in physical education are broadly as expected. However, the small hall hinders pupils' achievements in some strands, such as gymnastics. Whatever strand is undertaken, sustained and energetic activity is impeded in these very cramped conditions. No improvement has been made since the last inspection. Although plans exist for hall modifications, in themselves these will not totally resolve the problem.
12. Parents at the meeting before the inspection were generally pleased with the standards the school achieves. The pupils themselves feel they are generally doing well.

Pupils' attitudes, values and other personal qualities

Attitudes, behaviour and attendance are satisfactory. Pupils' spiritual, moral, social and cultural development is good overall.

Main strengths and weaknesses

- In nursery and reception, children learn enthusiastically and behave well.
- Pupils develop a very good understanding of the need to respect each other's culture.
- Nearly all teachers manage their pupils very well and help them learn the 'right' way to behave.
- Pupils in Years 1 and 2 have good attitudes to learning.
- A small number of the boys in Years 3 to 6 challenge their teacher's authority, generally when tasks they are given do not interest or challenge them.
- Attendance has improved since the previous inspection, but this has slowed in the recent past. There is no first day contact system.
- A significant number of pupils arrive late at the start of the day.

Commentary

13. The teaching of personal and social education in the Foundation Stage is very good. As a result the children achieve well. Most will reach the early learning goals by the time they enter Year 1 and some will exceed them.
14. Pupils' develop very good understanding and respect for each other's culture, traditions and beliefs. The school provides a wide range of interesting and highly relevant opportunities for them to find out about and celebrate different religions and how they influence the way families lead their lives. In the main, pupils respect each other, and work and play well together. Playtimes are harmonious and good social occasions. During the inspection there was no evidence of bullying. Pupils say that the few instances are dealt with quickly.
15. In Years 1 and 2, relationships between teachers and teachers' assistants and pupils and pupils themselves are good. All adults know their pupils well and set high expectations for good behaviour and getting on with work. Any unacceptable behaviour is dealt with firmly and kindly with clear explanations given as to the right way to behave. Consequently, pupils develop a good understanding of right and wrong, nearly always behave sensibly, work hard and achieve well.
16. Throughout the school, girls are well behaved but there is a significant minority of boys whose behaviour is, at times, unacceptable and can slow learning for the whole class. In Years 5 and 6, very good relationships are evident between teacher and pupils. Pupils say they really like their teachers because 'they are fair'. In the main, pupils have reasonable attitudes towards their work and behave appropriately, although some boys exhibit challenging behaviour. Class rules for behaviour are agreed together and demonstrate pupils have a good idea of right and wrong. The expert management of the pupils in these classes helps them reflect on the

consequences of their actions, modify their behaviour accordingly, with a resulting improvement in work rate. In Year 3, with a less experienced teacher, behaviour is unsatisfactory; too many pupils misbehave and do not apply themselves to their tasks.

17. All pupils have good opportunities to work together and, in the main, demonstrate good social understanding. They co-operate thoughtfully and respect each other's opinions and ideas. Very good provision for residential trips helps pupils develop a good understanding of how to live alongside each other and show consideration. Pupils generally work harmoniously. In a Year 6 presentation, for example, the class remained quiet and patiently waited for a pupil with limited vocabulary to explain his point of view.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	28	1	0
White – Irish	5	0	0
White – any other White background	12	0	0
Mixed – White and Black Caribbean	5	0	0
Mixed – White and Black African	3	0	0
Mixed – White and Asian	4	0	0
Mixed – any other mixed background	6	0	0
Asian or Asian British – Indian	11	0	0
Asian or Asian British – Pakistani	7	0	0
Asian or Asian British – Bangladeshi	1	0	0
Asian or Asian British – any other Asian background	6	0	0
Black or Black British – Caribbean	14	0	0
Black or Black British – African	14	0	0
Black or Black British – any other Black background	17	0	0
Chinese	1	0	0
Any other ethnic group	36	0	0
No ethnic group recorded	5	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

18. Exclusions are used sparingly and only as a last resort. Generally the school's good systems, high level of staffing and 'family feel' enable all pupils to work and play harmoniously.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.2	School data	0.7
National data	5.4	National data	0.5

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

19. As the table above shows, attendance levels are satisfactory. Substantially improved since the previous inspection means they were above the 2002 national average. Since then,

attendance has fallen slightly. Much is done to make pupils and parents aware of the importance of regular attendance and punctuality. Systems to monitor and improve attendance, such as pupil rewards, are effective. However, the school does not routinely contact parents on the first day of absence and is not meeting statutory requirements to keep copies of registers. Punctuality is unsatisfactory. A significant number of pupils are brought to school by their parents after the start of the school day.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory. Teaching is particularly good in the youngest four classes, leading to rapid learning. The curriculum is broad and balanced and regular week or day-long 'events' add richness, variety and a strong cultural dimension. The school cares for its pupils well and has a real 'family feel'. Links with parents are improved since the time of the previous inspection.

Teaching and learning

Teaching and learning are satisfactory overall and very good in nursery, reception and Years 1 and 2. Assessment is used well in these year groups, satisfactorily elsewhere.

Main strengths and weaknesses

- Teaching is very good in pupils' first four years in the school and this leads to high achievement.
- Good assessment in these classes leads to work closely matched to what every pupil needs so that they all do well.
- Because the school has a clear teaching style, pupils know what to expect and what is expected of them.
- New teachers in Years 3 and 4 are still to establish clear and consistent behaviour management techniques and a productive, purposeful classroom. The school recognises this and an induction programme is in place.
- Teaching in Years 3 to 6 does not meet the identified needs of some of the least able pupils; consequently progress for these pupils is limited.

Commentary

20. At the time of the previous inspection, teaching was judged to be very good. Since then, the proportion of very good teaching has improved slightly whilst the proportion of unsatisfactory is identical. Less teaching was judged 'good' and more 'satisfactory'.

Summary of teaching observed during the inspection in twenty-seven lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	11	4	10	2	0	0

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

21. There is a clear 'East Acton teaching style' used in all classes. This is very beneficial to pupils' progress. They know what to expect, and what is expected of them, so generally classes run smoothly and effectively. Pupils learn well because they know what they need to focus on in each lesson. Every lesson starts with an explanation of what they will be learning and why. Each lesson ends with a brief recap of how far they have succeeded. Teachers generally match their style and method to the pupils' needs. In physical education, for example, they

recognise the need to give visual demonstration as well as verbal instruction. This is very helpful to pupils with limited English, and ensures they can tackle the task.

22. Nearly all teachers have a good understanding of when their pupils are getting tired or losing concentration. The lesson will stop for a quick physical activity that re-focuses the brain, and then it is back to work. This enables most pupils to learn at their optimum rate.
23. Teaching and learning in nursery and reception is very good. Members of staff have a very good understanding of what is required for children of this age to do well. Tasks are stimulating and organised very carefully to give a very good balance between teacher and child-led activities. Teaching in Years 1 and 2 is very good overall. Expectations are very high and pupils respond enthusiastically with great effort. Learning is fun with lots of interesting, well thought out activities so that the pupils want to learn. They concentrate and apply themselves fully. Teaching in Years 3 to 6 is satisfactory. While there is some good teaching, for example in the eldest two classes, one teacher is new this year and the others new this term. Consequently, much time is spent appropriately reinforcing routines and establishing themselves with the class.
24. Nearly all teachers insist on high standards of behaviour, and nearly all pupils respond positively. Teachers are very positive and encouraging. In Year 6, for example, 'doing the right thing' is rewarded with a smile and generous word. Other pupils are then quick to copy the appropriate behaviour.
25. Marking, both verbal and written, is consistently good in the youngest classes. It gives pupils a very clear understanding of what they have achieved and where they need to concentrate to improve.
26. The needs of all pupils are very well met in the youngest classes. Whether of higher or lower ability, boy or girl, or from different ethnic groups, these pupils have work that offers just the right amount of challenge. The match and relevance of work in Years 3 to 6 is not always as good. Some pupils with special educational needs, for example, do not have tasks consistent with their individual education plans. This hinders their progress and can lead to them becoming bored, restless and unco-operative.
27. Self assessment and self awareness are increasingly useful tools for helping pupils to know what they are doing well, and where they need to improve. The weekly review of achievements gives pupils a clearer idea of how they are doing, and a sense of accomplishment. Pupils are becoming more practised at evaluating their learning. They generally understand their targets and how they have been chosen.
28. Generous staffing levels are used effectively in most classes. Pupils generally get the support they need when they need it. This is particularly so in the youngest four classes, because teachers know their pupils' levels and match work very accurately. A relatively large number of pupils come and go during the school year and these staffing levels help ensure new pupils settle quickly and easily into class. There is very good leadership of teaching and learning. Despite a number of teachers being very new to the school, the 'style' is fully understood and implemented. It helps to give cohesion to the teaching. Homework is used effectively to reinforce, check or extend learning in school. Tasks are meaningful and worthwhile. They support and enhance pupils' learning well.

The curriculum

Overall, the quality and range of the curriculum provided are good and promote the aims of the school well. This represents good progress since the previous inspection. There is a clear focus on what pupils are expected to learn in individual subjects. The curriculum meets all statutory requirements and offers pupils a good range of enrichment opportunities. Accommodation and resources generally meet curriculum needs.

Main strengths and weaknesses

- The curriculum for children in the reception and nursery classes is rich and relevant.
- Pupils are well prepared for living in an ethnically diverse community.
- There is good equality of access and opportunity in Years 1 and 2.
- Planned events enhance the general curriculum and often extend the cultural dimension.
- Provision for indoor physical education is poor.

Commentary

29. The curriculum for the children in the nursery and reception classes is planned carefully. All areas are given appropriate emphasis, with a particular focus on developing the children's language and social skills.
30. A broad and relevant curriculum is provided throughout the school. It includes all the required subjects of the National Curriculum and religious education. National recommendations and guidelines have been adopted for all subjects and give teachers good support in their planning. The national strategies for teaching literacy and numeracy are effectively implemented. However, there are instances where writing could be used more to support learning in other subjects. Information and communication technology (ICT) provision is good. Provision for indoor physical education lessons is unsatisfactory. The size of the hall is insufficient to allow sustained activity without risk of injury. Pupils in Year 4 and 5 are provided with good quality swimming lessons.
31. Since the last inspection, the weaknesses identified in the curriculum have been remedied. The delivery of the curriculum is carefully monitored and, where necessary, changes made. The school has adopted the Accelerated Learning Programme to improve learning opportunities for pupils. In lessons seen, this was beneficial, helping pupils to sustain concentration on their learning. Good training for new staff helps ensure a consistent approach to learning throughout the school.
32. Overall provision for pupils with special educational needs is unsatisfactory in Years 3 to 6. Pupils' specific needs are identified but, currently, the school is not providing the right type of support or resources to help pupils achieve as well as they should. Younger pupils benefit from teachers' expertise in teaching basic skills; however, the main resources available for reading do not reflect the pupils' life-style.
33. There is good equality of access and opportunity in Years 1 and 2. In Years 3 to 6, this aspect of the provision is satisfactory. The school has good strategies for educational inclusion. The focus on individual pupils and their needs results in most pupils being involved in the life of the school. The school identifies gifted and talented pupils, and higher attaining pupils. Their needs are considered carefully when individual targets are set.
34. There is a satisfactory range of extra curricular activities including football, guitar, keyboard and recorders. A good feature of this aspect is the residential trips. Years 3 to 5 have a two night residential trip in the Forest of Dean and Year 6 attend an adventure week involving activities such as abseiling and canoeing. The local environment is used to support learning, for example in religious education. Visitors, and visits to museums and galleries, enhance and support work done in school. For example, during International Week, a very good lesson was observed when a parent came in and told stories to children in her own language.
35. Provision for personal, social and health education is good. The policy includes sex and drugs education. The school rightly considers it an important part of the pupils' personal development.

36. There are effective links with partner institutions. The school works closely with a local Beacon school on improvements to the curriculum and teaching and learning. These are proving beneficial.

Care, guidance and support

Overall, pupils are cared for well. Members of staff take very great care of them and build positive relationships. However, around the school some risks have not been identified or resolved. Staff members are increasingly providing pupils with the guidance they need to achieve more, and also with ways for them to contribute meaningfully to the life of the school and its community.

Main strengths and weaknesses

- Induction of pupils new to the school is very good and helps them settle quickly.
- Members of staff know their pupils well and build trusting relationships with them.
- The health and safety policy is out of date.
- Minor injuries are not properly recorded.
- Regular checks, for example of electrical equipment and areas potentially a risk to pupils, are not identifying where improvement is needed.

Commentary

37. The school offers its pupils a caring environment that takes account of the wide variety of their personal and educational needs. Child protection procedures are in place. Staff, including those new to the school know the systems and understand how to use them. Although the premises are checked regularly, they have not identified a number of potentially hazardous areas around the site. The health and safety policy is out of date and day to day minor injuries are not being recorded. Staff are informally given information about pupils in the school with particular medical needs.
38. The induction procedures for pupils new to the country and the school are very good and help them settle quickly into school life.
39. In discussion, the vast majority of pupils felt that there are adults in the school who will listen to them about any concerns they may have. They feel safe and secure.
40. Pupils are given some good opportunities to put forward ideas about aspects of school life that interest them through the school council. Their views are listened to and this information is used by staff and governors when revising the school improvement plan. Several improvements, for example to the playground and the toilets, have already been accomplished. Pupils also help devise their class rules. In these ways pupils are given real demonstrations that their views are valued.
41. Pupils' personal development is well supported through the caring atmosphere in the school. Despite the recent changes in staff, teachers know pupils well and understand their individual strengths and needs. They use this knowledge to informally monitor pupils' personal development. Much is done, for example in special assemblies and end-of-the-week free-choice sessions, to reward pupils for academic and personal development. These and other rewards and events recognise pupils' good work and effort.
42. The school has started to involve pupils more in their own learning. Through good activities, such as regular reviews, members of staff enable pupils to consider where they have made progress and where they need to concentrate their energies next. This is, however, in its infancy and needs further development before pupils are truly reflective thinkers.

43. Good systems of regular checks on standards are in place for English, mathematics and science, so that progress can be checked to ensure pupils achieve as expected. Reviews of pupils' learning in other subjects are also effective.
44. Progress is tracked as pupils move through the school, and the results increasingly used to set targets for individual pupils. However, not all pupils are aware of their targets and very few teachers comment on them when marking pupils' work. This reduces their effectiveness. At parents' evenings, targets are discussed and parents state that this is very useful. The tracking system is used well to highlight Year 5 pupils who need extra help to achieve expected standards in Year 6 national tests.
45. Test data is increasingly analysed for different groups of pupils, and this is being used to identify areas needing improvement. This information is then used when formulating the school improvement plan. Given the wide and diverse range of groups within the school, this is particularly useful. Currently the school has identified several specific areas for improvement.
46. The school has not had a special educational needs co-ordinator for the past two terms and, as a result, effective support and advice for some pupils in Years 3 to 6 with specific difficulties has been unsatisfactory. This is being addressed and, should current plans be fully implemented, improvement should follow.

Partnership with parents, other schools and the community

The school has good links with the community and parents, the latter an improvement since the school was last inspected. Good links with a Beacon school, too, have helped improve fundamental aspects such as teaching and learning.

Main strengths and weaknesses

- Much has been done, and is being done, to improve links with parents.
- School facilities are used by the local community.
- Good links exist with many local schools, particularly to help pupils transfer at age 11.
- Written reports are not in everyday language and this is unhelpful to many parents.

Commentary

47. Since the last inspection, the school has made significant improvements in its links with parents. Parents feel the school is very approachable. Parents are supportive of the school and what it offers their children. The school encourages their support and welcomes them, for example to special assemblies and useful informal groups that focus on areas where parents can help support their children's learning.
48. A small group of parents are very active in supporting the school. They organise social events that raise funds to help improve what the school offers. Newsletters and other documents are translated by parents into Arabic. A small number of parents also help around the school. Members of the local community, as well as parents, contribute enthusiastically to special events such as International Week, by, for example providing ethnic food.
49. Parents' views are regularly sought and taken account of in the school improvement plan. There is a real sense of East Acton being a community in which everyone's views are important.
50. Nearly all parents who responded to the last questionnaire feel that the school keeps them well informed about their children's progress. Information given helps parents become involved in their children's learning. Meetings and 'topic maps' provide parents with useful information about what is being taught in lessons. These meetings keep parents well informed about their

children's progress. They see and discuss targets, review progress and discuss annual written reports. However, the reports are not written in a style easily understood by most parents.

51. Links with the community are good and effectively support learning. Excellent community facilities are used well to support physical education lessons and provide play space. The school's facilities are used regularly for adult learning. Good use is made of the local area to enhance the curriculum and give pupils a sense of place and belonging.
52. The school has satisfactory links with partner institutions. It does much to help pupils make a smooth transfer at the end of Year 6, and collaborates with some high school-initiated activities, for example for gifted and talented pupils. A strong partnership with a local Beacon school is proving very beneficial to pupils' learning. A local college uses the school to provide courses in parenting skills, job search skills and information and communication technology, but the school is not involved in their management.

LEADERSHIP AND MANAGEMENT

Governance of the school is good. The school is well led and managed.

Main strengths and weaknesses

- Governors are active in shaping what the school will do and how it will do it.
- Leadership is good and a clear vision exists for the future development of the school; the headteacher is a catalyst for involving everyone's ideas.
- Management of special educational needs does not ensure every pupil gets the right amount and kind of support they need.

Commentary

53. Governors are much more involved in the school than at the time of the previous inspection. Their expertise is used well to support the school's development. They strike the right balance between supporting and questioning and have a good understanding of what the school does well, and where it needs to improve.
54. There is a very clear vision for the school's future development. This is built very appropriately around teaching, learning and standards. All associated with East Acton Primary want the school to improve. Starting with the headteacher, all are committed to raising achievement. Staff meetings and training are heavily biased towards raising standards through improved teaching and learning.
55. School improvement involves everyone so that all feel part of each year's plan and contribute their energies fully. Each year, parents and pupils' views are canvassed. This information is used by all staff and governors when they meet to discuss what has been achieved in the last year and what should be focussed on in the next. Regular reviews enable governors and staff to see that what needs to be done gets done.
56. The vision and policy for inclusion are a major strength. The needs of each group are considered. Good detailed data from the borough is increasingly used to ensure no group is left behind. The management of inclusion, for example of pupils with special educational needs, falls some way behind the vision and varies with the expertise and experience of each individual teacher. Current plans, if fully implemented, should overcome this weakness.
57. The plan for developing teaching is very good. Teaching is regularly monitored and evaluated. There is a clear annual cycle that informs professional development and performance management well.

58. Heavy emphasis on staff training and development is leading to improvements in the quality of education provided. All staff have a common vision and new staff, because of the very good induction, share this.
59. Management of relatively rapid and frequent staff changes, particularly in the older classes, has been good so that disruption has been kept to a minimum and pupils have made satisfactory progress. Parents particularly remark on how well the school has managed these changes.
60. Proactive response to recent staff changes has led to a tailor-made management structure carefully designed to help provide a good quality of education. Expertise is shared because management is through teams that relentlessly pursue improvement. Although embryonic, these teams are already making a positive difference. Their plans, if implemented, should enable the school to move forward rapidly.
61. Management of special educational needs has largely lapsed in the recent past, so that these pupils do better with skilled, experienced and established teachers than with those who are new or inexperienced.
62. Leadership of the curriculum is very good. Much creativity is encouraged through the 'special' day and week-long events. Events are not seen as disruptive to the curriculum, but rather giving it cohesiveness and greater vibrancy. Parents and pupils speak very positively of the interest and relevance of these events. The events do much to strengthen the bond between all ethnic groups in the school. Every ethnic group is encouraged to contribute and pupils are taught about each other's cultures.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	730,827	Balance from previous year	115,893
Total expenditure	759,629	Balance carried forward to the next	87,091
Expenditure per pupil	3,109		

63. Money is used wisely and prudently, with a clear understanding of its educational impact. This is an improvement since the previous inspection. The decision to allocate considerable funds to maintaining high staffing levels, and providing further training, was well-judged and has had a good impact on learning. The school has a relatively large underspend that is being used to improve the hall and maintain staffing levels.

OTHER SPECIFIED FEATURES

The effectiveness of community use of the school is good.

Main strengths and weaknesses

- The community makes good use of the opportunities provided to learn using the school's facilities.

Commentary

64. The community makes good use of the school's facilities. However, this is organised off-site and the school's only role is as a letting.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **very good** with the exception of the outdoor provision for the reception class, which is unsuitable.

Main strengths and weaknesses

- The quality of teaching the children receive is very good.
- Children make rapid progress and achieve very well.
- The quality of the curriculum is stimulating and rich, fully covering all six nationally agreed areas of learning.
- Members of the support staff make a full and important contribution.
- Children are receiving a very good start to their educational life.
- Outdoor provision for the reception class is unsuitable.

Commentary

65. The school has made significant improvement in the quality of provision for children in the nursery since the previous inspection. The issues identified then have been successfully remedied. As a result, overall provision for children in the Foundation Stage is now very good. The school makes the best use possible of available accommodation to house these classes. Both classes have easy access to an outdoor area, each area having a selection of appropriate equipment.
66. Induction arrangements are very good. Members of staff are sensitive to the needs of young children and arrangements reflect this. Staff members work hard to establish a good relationship with parents and involve them in their children's learning. Children enter the nursery with levels of attainment below those expected for children of this age. By the time they enter Year 1 most children are likely to reach the standards expected nationally in all six areas of learning. This represents very good progress over time. Children are achieving well. The very good quality of teaching in the reception class at the previous inspection has been sustained. Teaching in the nursery class has improved greatly and is now very good.
67. Teachers plan carefully in line with the recommended curriculum; good provision is made for children with particular needs and those for whom English is an additional language. The very good teaching is stimulating and enthusiastic. It is based on a very good understanding of the recommended curriculum for children of this age and how they learn. Activities are matched carefully to the children's needs. Assessment procedures are now good; staff use the information gained from assessments to identify the children's needs. Support staff members are used well and they make a significant contribution to children's learning.
68. The very good leadership and management of these classes promote the importance of this stage of children's learning and support staff new to the school very well.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **very good**.

Main strengths and weaknesses

- Very good teaching.
- All members of staff have a good understanding of the need to develop social skills.
- Activities are planned to support social development well.

- All children are making good progress in this area of their learning.

Commentary

69. The few children in the nursery at the time of the inspection were already aware of routines, for example, sitting quietly to have their fruit and drink. In reception, children automatically tidy up at the end of sessions. In both classes, children are learning to take turns sensibly and to listen to each other in whole class sessions. There is a very good balance between teacher directed and child initiated activities to support the development of their personal, social and emotional development. Teachers and support staff are particularly good at involving themselves with children during activities; their questioning enhances the learning opportunities provided for children. In reception, higher attaining pupils are able to sustain concentration. In nursery, although the children have only been in school for a few days, they are already learning to work together. The children's spiritual and cultural development is fostered through stories and the general ethos of the classes.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **very good**.

Main strengths and weaknesses

- The emphasis placed on developing children's speaking and listening skills is very effective.
- The use of questioning by teachers and support staff to extend children's language skills aids their learning greatly.

Commentary

70. Children enter nursery with very limited language skills. For the large majority of the children, English is an additional language. By the time they transfer to reception, they have made considerable progress, particularly in their speaking and listening skills. This progress is sustained in reception. Members of staff are particularly good at questioning children and listening carefully to their answers in order to help their understanding. This has a positive effect on all their learning. No other aspects of this area of learning were observed during the inspection.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **very good**.

Main strengths and weaknesses

- An extensive range of appropriate activities is planned to support learning in the subject.
- Cross-curricular links with other areas of learning are beneficial to children's understanding and development.

Commentary

71. In the nursery, mathematical language is used wherever possible. When children were building with construction toys and bricks, the teacher intervened very effectively and questioned children, for example, 'How can we make it taller?', 'Is that one bigger or smaller?' Every opportunity to count is exploited and there are simple matching games available at all times on the computer. In reception, children were involved in a mathematical activity linked to the story, '*Handa's Surprise*'. The lesson was introduced with the use of props, a large crow puppet, who makes mistakes when counting. The children were very eager to correct the puppet. The teacher used imitation fruits from the basket to help the children match one to

one. The group activities which followed all reinforced the learning and all children were keen to complete them. Higher attaining children were able to discuss their work with confidence and were helping those less able within their group.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Commentary

72. There were no opportunities to observe this area of learning during the inspection. However, in both nursery and reception, water and sand trays were available and were used constantly and planning referred to this area of learning. Computers are switched on in both classes, several children were observed using the computers. Most children can control the mouse and know how to change the picture.

PHYSICAL DEVELOPMENT

Main strengths and weaknesses

- Outdoor provision for the reception class is unsuitable.

Commentary

73. No physical education lessons were observed during the inspection. The outdoor area attached to the nursery is secure, safe and easily accessible. There is an adequate range of appropriate equipment, which the children use well. They have access to the large wheeled toys from the reception area, which were used imaginatively with traffic lights to create a roadway. Children used this safely with a satisfactory awareness of their own and other's space. Until this term, the school has had a very small playground for the whole school. The reception area formed part of this. The school now has access to two additional large play areas and the older pupils use the reception area as a thoroughfare to reach these areas. The school is aware of this and has plans to re-locate the entry gates. The area is in poor condition and has a limited range of outdoor equipment, some of which needs replacing. The members of staff use the area well, the indoor curriculum is continued outside and a covered area has been created.
74. In both classes, children are being taught to use glue, to hold scissors carefully and to hold pencils correctly.

CREATIVE DEVELOPMENT

Main strengths and weaknesses

- There are many high quality activities available to children and this is very beneficial to their learning.
- Very good use is made of music to support learning.

Commentary

75. Children achieve well. During the inspection children in the nursery made their own train from large cardboard boxes. They carefully painted the 'carriages' with large brushes and a variety of colours. This activity promoted a great deal of good quality language development. These children have access to painting throughout the session and there are other equally high quality creative activities available to them. This early in term, new children are already confident enough to talk about what they are doing. In reception, children came in from playtime and listened carefully to a piece of music based on a volcano erupting. They responded well to the music and danced in time to it, performing appropriate actions. Whilst still listening to the

music, they used crayons to draw what they visualised as the music went through its various phases. In both classes, the role play areas are used well to support learning.

SUBJECTS IN INFANT AND JUNIOR CLASSES (KEY STAGES 1 AND 2)

'International Week' Events

76. During the inspection, the school was celebrating 'International Week'. As nearly all lessons observed were related to this theme, they were somewhat different from usual. In order to judge standards, a wide range of work from the previous school year was noted as well as pupils' current work and school curriculum documentation.
77. Pupils and parents talk enthusiastically about the special day and week-long events. They have vivid memories and demonstrate good learning through their recollections. In the most effective lessons, pupils' own cultures are brought into the tasks and activities. This helps to give relevance to different cultures within our society. In a very good Year 2 lesson, pupils were taught the names of numerals in several different languages. They were fascinated and very keen and curious to learn. Many noted that, although the names were different, the numerals were largely the same. Most activities are thoughtfully planned to excite pupils' imaginations. They learn about many new things, often giving them the chance to place their learning in a more relevant context. They learn in many different ways, for example from each other.
78. In some of the most effective lessons, members of the local community – from high school students to grandparents – play a significant role. Whether reading a story in Welsh or counting in Arabic, this expertise is welcomed and valued. Generally, learning is exciting and stimulating and high standards are maintained. In these lessons, tasks have a clear purpose and learning is worthwhile and relevant. In a Year 6 presentation about the ethics, opportunities and threats of developing an island, for example, pupils were able to present coherent arguments for and against development. Levels of general knowledge were satisfactory.
79. In a few lessons, learning is less stimulating and productive. This is generally where exciting tasks are presented in a way that does not encourage creativity, expression or imagination. Over-use of worksheets, for example, or too much emphasis on low-level tasks such as colouring are counter-productive.

ENGLISH

Provision in English is **good for Years 1 and 2, satisfactory for Years 3 to 6.**

Main strengths and weaknesses

- Very good teaching of basic literacy skills in Years 1 and 2.
- Standards are good in Year 2 with a high proportion of pupils reaching above average standards.
- Good provision of interesting stimuli for writing to suit the diversity of the school's community and to stimulate interest and creativity.
- Standards are below those expected at this age in Years 3 to 6.
- Standards of handwriting and presentation in Years 3 to 6 are below expectations for this age.
- Few pupils have a good understanding of their personal targets and teachers are not commenting on them sufficiently when marking.

Commentary

80. At the time of the 1998 inspection, standards for Year 2 and Year 6 were in line with those expected nationally. Since then, standards in Year 2 have kept pace with national improvements but at Year 6 in 2003 they have not. Current standards are a little above average in Year 2 and below average in Year 6. However, this statement masks the high number of pupils arriving and leaving the school and the number of these pupils who have English as an additional language. Some of these pupils arrive in the school with little or no English.
81. In the main, pupils in Years 1 and 2 achieve well from a wide range of starting points because of consistently good teaching and learning especially in Year 2. Teachers have a very good understanding of how to teach basic literacy skills and are supported well by proficient teaching assistants and teachers who help non-English speaking pupils. Pupils in Years 3 to 6 achieve satisfactorily over time. A high number of staff changes has had an impact on pupils' progress. The school's tracking system shows some average-ability pupils have not made the expected progress in some years.
82. In Years 3 to 6, standards of past work show that above average pupils attain appropriate standards although their handwriting and presentation do not always reflect their abilities and in this area they underachieve. Standards attained by other pupils are generally below average. Standards in the limited amount of current work seen are similar to past work.
83. In Years 3 to 6, the teachers are very new to the school. In lessons observed in Years 5 and 6, teachers demonstrate good subject knowledge and plan work reasonably well to match the different ability levels within their classes. However, pupils with special educational needs are not making enough progress because more support is needed for teachers to help them plan explicitly for their pupils specific learning needs. A strong feature is teachers' ability to manage their pupils which means little time is wasted and pupils get on with their work. During 'International Week' exciting, interesting and very relevant work had been planned which matched the diversity of the school's community and promoted very good cultural understanding. Discussions with pupils showed they had given great thought to the subject matter and extended their personal development.
84. Leadership and management for English are satisfactory with a clear focus on improving standards based on careful analysis of test results, a few lesson observations and analysis of pupils' work. The impact of the subject leader's monitoring and subsequent planning to bring about improvement has been constrained by the amount of time allocated for these tasks.

Language and literacy across the curriculum

85. From pupils' past work it can be said that pupils make adequate use of their language and literacy skills across the curriculum. However, there was no evidence to show that within other subjects; carefully planned opportunities have been taken to further pupils' knowledge and understanding of such areas as writing factual accounts or extracting information.

MATHEMATICS

Provision in mathematics is **good** for Years 1 and 2, **satisfactory** for Years 3 to 6.

Main strengths and weaknesses

- Good teaching of basic numeracy in Years 1 and 2.
- Standards are good in Year 2 with a high proportion of pupils reaching a higher level.
- Standards in current work are below average in Year 6 and below expectations in Years 3 to 5.

Commentary

86. At the time of the 1998 inspections, standards were judged in line with national expectations at the end of Year 2 and Year 6. Standards remain in line in Year 2, but they have fallen in Year 6. The fall has been due to several factors. The class taking the Year 6 national test had a high proportion of pupils with special educational needs. They reached below average standards at the end of Year 2, and most made the progress expected in the meantime. Relatively high numbers of pupils have left and joined the school, limiting the impact the school can have upon them. There has also been a high turnover of staff. Parents state that this has been managed well, but has resulted in some disruption and inconsistency.
87. In Years 1 and 2, teachers plan work closely matched to pupils' capabilities so that pupils of all ability groups are working at the right pace and level with sufficient, but realistic, challenge. Consequently, they achieve well. In Years 3 to 6 this is not always the case. Some pupils with special educational needs do not have work closely matched to the targets previously set for them. This is clearly detrimental to their progress.
88. National test results, and the school's own tracking systems, show that most pupils are making satisfactory progress through Years 3 to 6. Exceptions are a number of pupils with special educational needs, who make little progress. More able pupils in Year 3, too, do not have work at the right level. Often this limits progress and leads to restlessness and inappropriate behaviour.
89. Progress in Years 1 and 2 is good. Learning is interesting and fun. This leads to greater interest and more positive attitudes from pupils. Because structures are so clear and expectations so high, pupils remain focused and on task. Lots of variety in tasks, in keeping with the school's policy, ensures pupils' interest levels remain high. Tasks are generally time-limited so pupils know what is to be achieved, and by when.
90. In the majority of classes, teachers manage their pupils well. The pace of lessons is good. No time is wasted. Even when pupils are chatty, this is generally work-related and they respond immediately their teachers ask for their attention.
91. Teaching is very good in Years 1 and 2. Tasks are well matched to each individual's needs, despite the wide variation in ability levels. Assessment is used very carefully for this purpose. Planning is strong and learning takes place through stimulating and relevant tasks. There is a real buzz in Year 2 particularly, fuelling pupils thirst for knowledge.
92. Teaching is satisfactory in Years 3 to 6. Teachers' knowledge and understanding is good so that tasks are clearly explained and pupils are learning well. Most teachers are still developing relationships with their classes of eight days and appropriately practising routines and establishing expectations.
93. Most pupils are comfortable using and applying mathematics. In a very good Year 2 lesson, for example, they count quickly and accurately. They have a good knowledge of number bonds. They know, understand and use accurately terms such as 'partitioning'.
94. Leadership and management during the recent past have been very good. Strengths and weaknesses are accurately defined and a clear plan for improvement initiated. This plan, if fully implemented, should ensure standards rise. The school has recently moved to a new management structure which should allow the middle leaders greater influence and the opportunity to oversee changes as closely.

Mathematics across the curriculum

95. Satisfactory use is made of numeracy across the curriculum. It is often used very effectively in ICT lessons, for example when pupils are asked to estimate or represent data in a graph. In science, most pupils are able to use and handle number accurately to the level expected for their age.

SCIENCE

Provision in science is **satisfactory**.

Commentary

96. Standards at the time of the 1998 inspection for both Year 2 and Year 6 were similar to those expected nationally. Currently, standards are broadly average in Year 2 but below average in Year 6. In both year groups, a good proportion of pupils reached a level above that expected by their age. The fall in Year 6 in 2003 was partly because a high proportion of the class – two pupils in every five – had special educational needs and relatively high staff turnover made consistency in teaching and learning through the four years more difficult to maintain.
97. An analysis of pupils' past work shows a good range of tasks and productive learning. Over time, there are variations in the expectations of different teachers that have restricted achievement. Tasks are generally relevant to pupils, as they were at the time of the last inspection.
98. Only one lesson was observed and no judgements can be made on the quality of teaching and learning in the school. The lesson was cross-curricular and linked to 'International Week'. Year 6 pupils have some understanding of the feeding relationships in a habitat, and how human activity can change the features of places and, ultimately, the lives of the people who live there. They have a satisfactory understanding of how people can both damage and improve places. Current plans suggest that leadership and management of science are satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- Pupils achieve well and standards are average.
- The suite is well-equipped and extensively used, but much less use is made of ICT in normal work.
- Teachers' knowledge and understanding are good.
- Additional teachers and teaching assistants are used well.

Commentary

99. Standards are satisfactory and pupils have satisfactory knowledge and understanding. Year 6 pupils, for example, use websites for research, write stories with pictures, add music and sound effects to their work and can explain how to use one icon to add a column of numbers in a spreadsheet. Standards have been maintained since the previous inspection.
100. Pupils have a good knowledge of the different uses of computers. They know how to perform a good range of activities. However, their knowledge of the application of this technology in everyday life is limited.

101. Pupils enjoy these lessons and work hard. They co-operate very well and will readily help one another if they are having difficulty. They will often select ICT for their 'golden time' incentive. Teachers and teaching assistants have good knowledge and understanding. Where pupils struggle, for example, they are able to explain clearly step-by-step how to succeed. Where pupils have difficulties with hardware or software, staff generally have the knowledge to solve the problem. This ensures no time is wasted and helps pupils achieve well.
102. The curriculum covers a broad range of relevant and interesting activities that enthuse the pupils. During the inspections, Year 2 pupils were using photographs they had taken with a digital camera to make labels for their classroom. Good leadership has ensured a cohesive curriculum. Well focused training has raised staff skill levels so that learning is productive. The ICT suite is very advantageous to pupils' learning. It has everything needed to support the curriculum. At the time of the inspection, computers in classes were used infrequently and opportunities to enhance learning missed.

Information and communication technology across the curriculum

103. Good use is made of ICT across many curriculum subjects. Pupils are given a good range of worthwhile and relevant tasks to do that contribute to their learning in other subjects. However, they generally only do this in the suite and opportunities for them to use ICT when relevant in the classroom are very limited.

HUMANITIES

104. Few **geography or history** lessons were observed but inspectors looked at a range of work which had been completed in the previous year. In International Week during the inspection, many useful and interesting links were made between geography and other subjects.
105. Pupils' past work in history and geography shows standards are around the levels expected and that the full range of work is covered. Good improvement has been made in provision of history since the previous inspection.
106. Teachers of Years 1 and 2 make very good use of the locality and visits to make history and geography interesting and relevant.

RELIGIOUS EDUCATION

Provision in religious education is **good**.

Main strengths and weaknesses

- The subject enjoys effective leadership which leads to good provision.
- The curriculum map is carefully planned and closely linked to the Locally Agreed Syllabus.
- The school makes good use of the rich diversity of culture and religion within its own community.
- Good use is made of the local environment to support learning in the subject.
- Opportunities to develop writing in the subject are missed in some year groups.

Commentary

107. Standards at the end of Year 2 are above those expected for pupils of this age. Pupils are achieving well. This represents improvement since the previous inspection. At the end of Year 6, the school has maintained the standards reported at the previous inspection. Standards are

in line with the expectations of the locally agreed syllabus and pupils' achievement is satisfactory.

108. In a very good lesson observed in a Year 2 class, pupils were learning to think about the importance of rules, and they were able to see the links between rules and faith. They handled holy books with great respect. The teacher had a very good understanding of the subject, she provided a very good role model and her high expectations of what pupils could understand was reflected in their learning.
109. The school makes very good use of the rich diversity of cultures and religion within the school. Parents come in and share their religious beliefs with pupils. By the time they reach Year 6, pupils have visited most places of worship relating to faiths within their school. Close links have been formed with the local church and the infant Nativity play takes place there. Assemblies meet statutory requirements.
110. An analysis of pupils' work revealed that in some year groups there is an over-dependency on the use of worksheets. As a result, opportunities are lost to develop writing skills in this subject. In classes where teachers make it clear from their marking that they expect pupils to extend their work through writing and that they expect a high standard, the written work is good. This is an area for development within the school. The subject manager is aware of the problem and has raised the issue with staff.
111. The subject is very well led. Leadership and management are knowledgeable and enthusiastic, giving a very effective lead to staff. Confidence is consequently boosted. All staff are made fully aware of the requirements of the locally agreed syllabus and have the necessary resources to teach the subject. A programme of monitoring teaching in the subject has been introduced this term. Assessment procedures are in place.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

112. One very good lesson in **music** was observed but little other evidence was available in the subject to show pupils listen to and appraise music and compose their own music. Standards in singing for Year 2 are as they should be.
113. On the basis of the limited evidence seen, provision in **art and design** is satisfactory. Only two part lessons were observed, one in Year 2 and one in Year 6. No judgements were made on the quality of teaching and learning. Both lessons were linked to events in the school's 'International Week'. Pupils in Year 6 were using vibrant colours to illustrate a Caribbean theme and in Year 2, pupils were producing African masks. In both classes, pupils showed interest in the chosen activity.
114. As it was early in the new term, little work was on display in classrooms. Displays in corridors indicate that pupils work is well displayed, and that artwork reflects the rich diversity of culture and ethnicity within the school.
115. The subject was judged to be satisfactory at the previous inspection.

DESIGN AND TECHNOLOGY

116. There is insufficient evidence from this inspection to form a judgement on this subject.

PHYSICAL EDUCATION

Provision in physical education is **unsatisfactory**.

Main strengths and weaknesses

- Good quality teaching leads to good progress in the limited number of strands offered.
- Pupils work co-operatively.
- The very small, low hall severely restricts pupils' progress in gymnastics particularly.
- Outdoor facilities were insufficient until very recently.

Commentary

117. Standards have fallen since the last inspection, when they were judged to be in line with national expectations. Despite good quality teaching, the physical accommodation limits what can be done so that pupils do not reach the expected skill levels. The very recent new outdoor facility is having a very beneficial effect in strands of the curriculum such as games. Here progress from a low starting point is rapid.
118. Achievement in outdoor lessons is good. Using the new outdoor facility, pupils are quickly mastering new techniques. The space they are given to work in enables them to learn and practise better. Those who find skills difficult practise and persevere. Coupled with the good, precise teaching, this enables them to succeed.
119. Pupils from different ethnic groups work very co-operatively together, in pairs, small groups and as a class. Most pupils enjoy these lessons, and this is reflected in their commitment. Swimming is a favourite with many older pupils who have good understanding of different strokes and breathing techniques.
120. Teaching is good. Teachers are enthusiastic in their delivery and this encourages even the more reluctant pupils. Teachers change into appropriate clothing for physical education and generally give visual, as well as verbal, demonstrations. This helps those with limited English, who would otherwise struggle with the verbal explanation, to understand what is being asked of them. Consequently, they make better progress.
121. Lessons flow at a good rate because teachers manage behaviour well. In a good Year 1 lesson, the teacher had already set high expectations and clear routines that pupils – in only their second lesson – understood and could follow. New teachers are firm, fair and consistent so that pupils learn what is expected of them.
122. Indoor accommodation is very poor. The hall is small, so that sustained energetic activity is not possible. This is made worse because equipment, for example for lunch, is stored within it. The hall is also low and this also restricts the work that is possible. Plans exist to improve the hall. Although very beneficial these will not, in themselves, enable the full range of the National Curriculum to be offered. Outside, the school has recently begun using an excellent local facility offering a well maintained playing area large enough for all activities. This is a very recent improvement and staff and pupils are already realising its potential and using it fully. Previously, staff and pupils had very limited space available to them so opportunities outside were very limited and pupils' achievements suffered.
123. Management is good. Staff are well trained and the curriculum cohesive. Teaching assistants make a positive contribution and resources are satisfactory.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for personal, social and health education (PSHE) is **good**.

Main strengths and weaknesses

- The school sees this as a very important part of its work and does much to promote pupils' personal and social development.
- Much is done to develop pupils' understanding of their personal health and well-being.
- Pupils are taught well about living in a community, and their rights and responsibilities.

Commentary

124. Provision helps to ensure that pupils from a number of diverse ethnic origins live and work in a harmonious community. The vast majority have a clear understanding of their rights and responsibilities, and are developing well the knowledge of what they can expect from others, and what others can expect from them.
125. The school council helps pupils develop an understanding of democracy at work. They see that their views are systematically sought, listened to and often acted upon. In class, there is good provision to discuss issues of importance to pupils. Pupils learn to listen well, and to consider the views of others. This and the trusting relationships in classes enable many, including those with limited English, to express an informed view.
126. The programme for personal, social and health education is good. The curriculum generally and specific events, for example about healthy eating, help pupils develop good and accurate knowledge and understanding. Personal safety and well-being is enhanced through careful and appropriate lessons, for example in sex and drugs education.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	5
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).

