

INSPECTION REPORT

**HOUNSLOW HEATH
INFANT & NURSERY SCHOOL**

Hounslow

LEA area: Hounslow

Unique reference number: 102490

Headteacher: Ms Kathryn Harper-Quinn

Reporting inspector: Mr Peter Mathias
Rgl's OIN 21945

Dates of inspection: 27 - 30 May 2002

Inspection number: 195209

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 & Nursery School
School category:	Community
Age range of pupils:	3-7 years
Gender of pupils:	Mixed
School address:	Martindale Road Hounslow Middlesex
Postcode:	TW4 7HE
Telephone number:	020 8570 2562
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Agnes Kaba
Date of previous inspection:	9 June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21945	Peter Mathias	Registered inspector	Science Design Technology Physical Education	What sort of school is it? The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? What the school should do to improve further.
31758	Edward Tipper	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
16543	David Dewhurst	Team Inspector	English History Religious Education	How good are the curriculum and other opportunities?
15600	Colin Richardson	Team inspector	Equal opportunities Information and communication technology Special educational needs	
22577	Margaret Hart	Team inspector	Foundation stage Art Music	
20324	Vera Morris	Team inspector	Mathematics Geography	How well does the school care for its pupils?
8560	Margaret Lynch	Team inspector	English as an additional language	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

With 375 full time equivalent pupils on roll, the school is bigger than most other nursery and infant schools. It is for boys and girls between the ages of three and seven. In the last year 80 pupils joined and 48 pupils left at times other than normal which is very high. Children's attainment on entry to the nursery is, on the whole, well below that usually found amongst children of this age.

Overall there are 111 pupils who have been identified as having some degree of special educational needs, including 26 who receive support from outside agencies. These are above average figures and include eight pupils with statements of special educational needs. Of these six attend a designated centre for pupils with severe physical disabilities, which is based in the school.

Many pupils experience a high level social and economic disadvantage. At 28 per cent, the percentage eligible for free school meals is above the national average. About seventy five per cent of pupils have English as an additional language of which about half are at an early stage of acquisition. These are very high figures. In all there are 26 different home languages spoken and pupils come from a variety of different cultural heritages. During the last two years, the turnover of teachers has been high. Eight teachers left and six were appointed.

HOW GOOD THE SCHOOL IS

Hounslow Heath Infant School provides a good quality of education for pupils in its care. It is well placed to improve further. The quality of teaching is good across the school and is particularly strong in the reception classes and for children who have English as an additional language. Leadership and management are good overall. The headteacher and deputy provide a very strong lead and have high expectations of the committed staff and hardworking pupils. The Chair of governors shares the very strong sense of direction. Results in national tests at the end of Year 2 have improved significantly faster than most schools in the local area, but they are still well below the national average. When the pupils' starting points are taken into account, they make good progress, especially the significant numbers who acquire English as an additional language. The school provides good value for money.

What the school does well

- Teaching is good, particularly in the reception classes.
- Procedures for monitoring standards are very thorough and are beginning to be effective.
- The leadership and management of the senior management team are very good and staff share their commitment. Relationships are positive.
- The rich diversity of cultures and religions within the school are celebrated and all pupils are made to feel valued as individuals.
- The provision for pupils' moral development is excellent, and shows in the pupils' good behaviour and respect for others.
- Pupils with special educational needs are supported very well, and make very good progress.
- Arrangements to teach English as an additional language are very effective and this work is managed excellently.

What could be improved

- The balance of time given to individual subjects to ensure that they are all taught in sufficient depth.
- Opportunities for subject co-ordinators to visit classes on a planned basis to look at the quality of teaching and learning and to judge the success of initiatives they are pursuing.
- The governing body's knowledge of the school and the part governors (with the exception of the Chair) play in judging the success of its long-term plans and spending decisions in terms of their educational benefits.
- Pupils' attendance. Procedures to analyse patterns in absence and to take effective action to improve attendance are not good enough.
- Opportunities for pupils to take part in activities outside of the school day.

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 inspected in June 1997, the standards achieved by pupils required some improvement. The quality of education provided by the school was good. The school's climate for learning was good. The management and efficiency of the school were very good. Since then the school has made good progress, particularly in raising standards in English, mathematics and science in relation to those found locally. Some, but not all, of the key issues for improvement indicated in the previous report, have been addressed. These were to do with strengthening the role of the governing body to monitor the school development plan and to judge the effectiveness of its spending decisions; developing the roles of team leaders and subject co-ordinators; providing appropriate schemes of work in all subjects and making sure that the full National Curriculum in music, design technology and history was taught and raising teachers' expectations of the more able.

Good progress has been made in producing schemes of work in all subjects and in making sure that the National Curriculum is taught in all subjects. Teachers now have much higher expectations of what all pupils, including the more able, can achieve. Year co-ordinators and subject co-ordinators for literacy and numeracy have well defined roles and work effectively. However, there is still work to do in making sure that all subjects of the National Curriculum have the appropriate amount of time allocated to them so that standards in all subjects are as high as they can be. The role of the governing body remains under-developed and most subject co-ordinators do not have planned opportunities to visit classes to judge the quality of teaching at first-hand and the success of initiatives they are pursuing.

The headteacher has worked hard with the support of the senior management team to raise standards and to encourage teachers to work in agreed ways. As a result, the school is well placed to improve 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	E	E	E	D
writing	E	E	E	D
mathematics	E	B	E	C

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

This shows that the results of the national assessments in reading, writing and mathematics have been well below the national average for the last three years, except for mathematics in 2000 when the results were above average. When the results are compared to those of schools which have similar proportions of pupils eligible for free school means, they are below average. These comparisons do not compare like with like, however, as they do not take account of the high proportion of pupils who start school with little or no English. The speed with which pupils acquire English is a strength. Between 1997 and 2001, the school's results have improved faster than the average for schools locally.

The inspection found that standards in classes at the end of Year 2 in English are below average in speaking, listening and writing. In reading they are average. In mathematics, science, information and communication technology, art, music and physical education, standards are in line with those expected nationally. Standards in religious education are above those expected in the locally agreed syllabus. This is a result of good provision and teaching. In design and technology, standards are below those expected nationally, reflecting the lack of time given to the subject. The school has taken very effective action to reach the targets it is setting for itself.

When their starting point is taken into account, all pupils make good progress. Those with English as an additional language or with special educational needs do particularly well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good - pupils enjoy coming to school.
Behaviour, in and out of classrooms	Good - pupils behave well and work co-operatively and sensibly together.
Personal development and relationships	Very good - relationships between pupils and between pupils and adults are very good. These are a major factor in the harmonious way the school functions.
Attendance	Unsatisfactory – low compared to the national average; the school's procedures for monitoring attendance are ineffective.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2
Quality of teaching	Good	Good

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

Overall the quality of teaching is good. The quality of teaching is good in English and mathematics and satisfactory in science. Particular strengths are found in the reception classes where teachers have a very good understanding of how young children learn, and in the teaching and support for pupils who have English as an additional language. As a result, these pupils make particularly good progress. The teaching of pupils with special educational needs is good and these pupils are well supported.

Particular strengths in the teaching include the purposeful introductions to lessons and teachers' good subject knowledge and enthusiasm for what is being taught. They have good awareness of the different needs of all the pupils and an ability to include all pupils purposefully in all the lessons. They use good questioning techniques, give careful explanations, have high expectations and maintain very positive relationships between adults and pupils.

Occasionally, teachers lack sufficient subject knowledge to enable them to question pupils effectively and lessons lack pace because pupils spend too much time listening to instructions and not enough time working on the tasks set for them. Too much time is sometimes given for pupils to complete tasks and they work at a slow pace. Opportunities are sometimes missed to raise standards, for example by demonstrating what pupils should aim to achieve.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory - there are good opportunities for all pupils to take a full part in the curriculum. However, the balance of time in the curriculum is weighted in favour of English and mathematics at the expense of other subjects, particularly design and technology, which is under-emphasised. Links between subjects, however, are made well. There are no out-of-school clubs.
Provision for pupils with special educational needs	Good overall - very good for the pupils in the unit for pupils with physical disabilities. Work is carefully matched to these pupils' needs and they

	are very well supported by their teaching assistants. Individual Educational Plans are appropriate and followed.
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Provision for pupils with English as an additional language	Very good - support given to the pupils is of a high quality and is very effective in ensuring that they make very good progress and play a full part in the life of the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall - provision for pupils' spiritual, social and cultural development is very good. Provision for pupils' moral development is excellent. There are many well-taken opportunities to celebrate the rich cultural diversity of pupils' background.
How well the school cares for its pupils	Good - procedures for monitoring and supporting pupils' progress in English and mathematics are good, but not yet applied to all other subjects. Procedures for monitoring and supporting pupils' personal development are very good. Procedures for child protection and ensuring pupils' welfare are good. Procedures for monitoring and improving attendance are unsatisfactory.

Partnership with parents is good. Parents have very positive views of the school; links are strong between home and school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good - there is a strong culture of working hard together to raise standards and to evaluate carefully the impact of teaching and learning.
How well the governors fulfil their responsibilities	The Chair of governors is very well informed and gives an energetic and committed lead. Governors' committees function appropriately and governors fulfil their statutory duties.
The school's evaluation of its performance	Generally governors are not sufficiently involved in the life of the school to be able to act as well informed, questioning friends. They do not judge the success of long-term plans and spending decision in terms of their educational benefits.
The strategic use of resources	Financial systems to plan and monitor spending are sound and resources are used to meet the school's educational aims. Additional funds and grants are well used.

There is a good match of teachers and support staff to the needs of the curriculum. Accommodation is good. Learning resources are adequate overall.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • My child likes school. • The teaching is good. • The ease in approaching the school. • How well the school is led and managed. • The way the school helps my child become mature. 	<ul style="list-style-type: none"> • The amount of homework given. • The range of activities outside lessons.

The inspection confirms parents' generally positive views of the school. They rightly appreciate the way the school is led and managed and the quality of teaching. They feel confident to approach teachers if they have concerns. However, evidence from the inspection indicates that the school could do more to

increase opportunities outside of lessons for pupils to take part in clubs and activities. The school sets an appropriate amount of homework for pupils of this age.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Overall, standards are broadly average by the end of Year 2. During the inspection there was no significant variation in the performance of boys and girls, although in the national assessments boys have tended to achieve better than girls in reading, writing and mathematics. Pupils with English as an additional language make very good progress.
2. In the 2001 national assessments at the end of Year 2, standards were low in reading, writing and mathematics. However, when compared to schools that have about the same number of pupils eligible for free school meals, results are average in mathematics and below average in reading and writing. These comparisons must also be viewed with caution, as they do not take account of the high number of pupils that start at this school with little or no spoken English.
3. Since 1997, results in reading have improved at the same pace as the national trend until 2001 when they rose to close to the national average. In writing, results have fluctuated but have improved broadly at the same pace as most schools. Standards remain below average. In mathematics, standards over the same period rose dramatically in 2000 to just above average and have declined since then to below average when compared to schools nationally. In the same period, the school's performance in these assessments has improved faster than the average rate of improvement locally.
4. Pupils enter the nursery with levels of basic skills, which are well below those typically found amongst children of this age. Many have to learn English on top of the usual range of skills. Currently, they make good progress because of the good teaching that they receive in the Foundation Stage. By the time they reach Year 1, many are on their way to completing the small steps to learning appropriate for children of this age, though overall their attainment in early reading, writing and mathematical skills are still below average.
5. Currently standards in English at the end of Year 2 are below average in speaking and listening and writing and average in reading. Standards are better than they were at the time of the last inspection. In speaking and listening, some pupils are reluctant to participate in discussion although many listen carefully and respond appropriately. Many pupils read confidently and have a secure understanding of the sounds letters make. However, their knowledge of vocabulary and context is often limited. They have secure reference skills. In handwriting practice, pupils use a neat, joined style, but they do not always transfer this to their independent writing. They are beginning to learn how to plan their work systematically - for example, through the use of structured writing exercises.
6. Standards in mathematics are average at the end of Year 2 and have risen since the time of the last inspection. By then, pupils confidently solve number problems to 10 mentally by addition and subtraction, and most pupils can extend their calculations to 50. They work with two and three digit numbers and understand the need for accuracy. In Year 2, pupils make good progress in number work consolidating their understanding of numbers to 100, and exceptionally to 1000. They can double and halve numbers mentally. They learn to add, subtract, multiply and to a lesser extent divide numbers. Number work is a strength. Pupils are beginning to understand how to use non-standard measures and weights, but they do not yet do this easily. Higher attaining pupils are acquiring good problem-solving skills and many pupils demonstrate good skills and understanding in handling simple data. Pupils are able to explain their work confidently.
7. In science, standards are average at the end of Year 2. This is the same picture as at the time of the last inspection. Within Years 1 and 2, pupils have a secure understanding of what plants need to grow. They are beginning to experiment confidently and to draw conclusions from their

observations. They are able to predict sensibly what will happen “if”. They investigate materials and insects and are able to classify them systematically by observing their features carefully. They are beginning to understand how electric circuits work.

8. Standards in information and communication technology are in line with expected levels at the end of Year 2. Standards in history, geography, art, music and physical education are at expected levels. Standards in design technology are below expected levels because the subject is not taught systematically enough across the school. In religious education, standards are above those expected in the locally agreed syllabus. Since the time of the last inspection, standards have risen in information and communication technology and history and have been maintained in all other subjects. The school is on target to meet the standards it is setting for itself. Across the school, pupils with special educational needs including those who attend the unit for special educational needs, make very good progress in their learning. Their teachers and teaching assistants support them very effectively. Pupils achieve very well against the targets that are set within their Individual Education Plans. Pupils with English as an additional language make particularly good progress because of the skilled support that they receive.

Pupils’ attitudes, values and personal development

9. The pupils’ attitudes to school are good. From the nursery children enjoy school. Most pupils are keen to come to school, arrive promptly at the beginning of the school day and approach their lessons with enthusiasm. However, there is a significant minority of pupils who are regularly absent and the school attendance figure for last year was very low in comparison with other schools. They are also slightly lower than at the time of the last inspection. Non-attendance has a detrimental effect on pupils’ learning.
10. Behaviour throughout the school is good. Pupils behave themselves well in the dining hall and corridors where they are well supervised. In the outside playing areas, they generally play very co-operatively. In the classroom, pupils are generally attentive and well behaved with few instances of disruptive behaviour seen. There were no exclusions during the previous year.
11. The majority of pupils talk to visitors in a friendly and confident manner; they are eager to ask questions and to respond to any asked of them. They relate to adults working in the school very well. Also, they work and play well with other pupils in pairs and in small groups. They appreciate the impact of their words and actions on others.
12. Few pupils demonstrate behavioural problems. The harmonious atmosphere of the school has resulted in an almost total lack of oppressive behaviour, such as bullying, sexism and racism. None was seen or reported during the inspection and the parents, staff and pupils do not see such behaviour as a significant problem within the school.
13. Pupils’ respect for the feelings, values and beliefs of others is excellent. This reflects the strong emphasis the school places on teaching the importance of tolerance and understanding towards others irrespective of their cultural background.
14. Although there are a few ways in which pupils are able to demonstrate personal initiative within the classroom, there is little opportunity for them to exercise responsibility. Pupils take pride in their school; it is kept clean and tidy and there is a noticeable absence of litter, graffiti and vandalism. Overall the attitudes, values and personal development of pupils are good and make a positive contribution to their learning.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. The quality of teaching is good overall. In the school over nine out of ten lessons are at least satisfactory. In more than four out of ten lessons, the teaching is good. In two out of ten lessons, the teaching is very good or excellent. This is an improvement in comparison to the last inspection. In a very small number of lessons, teaching is unsatisfactory. The quality of teaching in the reception classes is very good overall and is a strength of the school. The good

teaching in all year groups, combined with a thorough analysis of its impact in English and mathematics, has a significant effect on the progress that pupils' make.

16. The teaching of literacy is good. Teachers have a thorough understanding of how to teach reading. This is allied to the good support pupils, including those who have English as an additional language, receive that helps them to make good progress. The National Literacy Strategy is implemented consistently across the school. The teaching of writing has been highlighted as an area for improvement and recent initiatives are beginning to raise teachers' expectations of what pupils can achieve. The National Numeracy Strategy is in place and all pupils, including those with special educational needs, are well supported as they work. Teaching assistants are well deployed and give well-targeted help. They work closely and supportively with teachers - for example, when encouraging physically disabled pupils from the special unit to play a full part in their lessons.
17. Across the school, good teaching is purposeful and has good pace because of the enthusiasm and interest in the subject shown by the teachers. In a religious education lesson relating to "all the colours of the earth", for example, the teacher set the tone quickly so that pupils were enraptured by the story and quickly appreciated its messages. Teachers are mindful of the need to include all pupils in the class in discussions and use questions carefully to ensure that all pupils understand what is expected of them. The teachers make pupils aware of the skills they should have: for example, in a physical education lesson they show how to control a ball with their feet so that pupils have a good picture to copy. When teaching is good, teachers have a very good subject knowledge; for example, when teaching English as an additional language, the teacher speaks dramatically, varying the pace, and is very fluent in several languages. Pupils are reminded quietly but clearly of the teachers' high expectations and relationships between pupils and their teachers are very positive. As a result, pupils are polite and respond willingly. They are eager to please their teachers because they know that their work is valued. They concentrate well for longer periods and co-operate very willingly.
18. The quality of teaching for children with English as an additional language is excellently organised and of very good quality. The teaching of pupils with special educational needs is good and ensures that all pupils play a full part in their lessons. A particular strength is the very good support given to pupils with physical disabilities in the Unit. Teaching in these areas are reported separately in later paragraphs .
19. Where teaching is unsatisfactory, the teachers do not have sufficient subject knowledge to follow up what is being taught by asking appropriately challenging questions. Lessons are slow to start and, as a result, the pupils are bored and take a long time to settle to their work. The tasks are too long and pupils become disinterested and work at a slow pace. In some lessons, for example in physical education, opportunities are missed to raise standards further by encouraging pupils to demonstrate to the class what they can do well.
20. Teachers plan together systematically in their year group, particularly in English, mathematics and science. As a result, all pupils in the year group are taught the same things in similar ways. An exception to this is the teaching of design technology, which is too haphazard.
21. The quality of marking is good. It is supportive and gives pupils a clear idea of what they need to do to improve further. Across the school appropriate homework is set.

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

22. The school now meets statutory requirements of the National Curriculum in all subjects. This was a key issue in the last inspection. All subjects now have policy documents. This is an improvement since the last inspection. The school makes extensive use of nationally recommended guidelines and good links are made between subjects. Work in English about reading for information and using an index, for example, links well to work in science about classifying animals. Classifications of imaginary animals are also used in art. Pupils learn about the diaries of Samuel Pepys in history and make their own diaries about seed growth. Opportunities for extended writing in English are provided in the humanities and science. The

locally agreed syllabus for Religious Education is followed, although the balance is uneven between religions strongly represented in the school namely, Sikhism, Islam, Hinduism and Christianity and belief systems which are not, such as Judaism, Buddhism and humanism. Effective links are also made between work in religious education and other subjects.

23. Whilst, however, the curriculum is broad, it is not well balanced. One reason for the imbalance is the high percentage of time spent on English in Year 1. There are some advantages to this. It ensures that pupils in the early stages of acquiring English as an additional language get a good start. This provision is very good. However the long timetabled English sessions, generally of an hour and a quarter, are not always well used and can lead to a reduction in pace, or get eaten into by morning snack time. Other subjects are not given enough priority within the curriculum. Design and technology, music, art, history and geography are either taught within a narrow range or not in enough depth. For example, in history pupils show a good knowledge of the areas they have studied but few topics are studied. Lack of in-depth study of design and technology results in pupils' unsatisfactory attainment in the subject. Provision for pupils with special educational needs is very good. Their work is well linked with that of other pupils to ensure access to the same curriculum, whether they are being supported within or outside the classroom. A "Reading Recovery" program effectively identifies and teaches those in danger of falling further behind.
24. Provision in English, mathematics and science is good. Strategies for the teaching of literacy and numeracy are good. They are reflected in rising attainment in these subjects. Senior managers observe all teachers teaching these subjects and their further training needs are identified and planned where necessary. Monitoring of literacy has led to effective interventions to ensure that pupils make better progress in their knowledge of letter sounds and their combinations, spelling skills, writing, understanding of vocabulary and context. A new reading scheme has been introduced which pupils enjoy.
25. The school's provision for extra-curricular activities is unsatisfactory. There are few opportunities to attend clubs at lunchtime or after school. A significant number of parents who answered the pre-inspection questionnaire expressed their concern at this. The fact that the announcement of a possible cricket club received a prompt expression of interest from around 60 pupils indicates the potential demand for such activities.
26. The school's provision for personal, social and health education is good. In the nursery and reception classes, it is taught as part of topic work with the aim of developing the pupils' personal, emotional and social development. In Years 1 and 2, it is taught through subjects such as science and geography and especially religious education. Discussion time, assemblies, school trips and visits from outside professionals also contribute. For pupils with special educational needs, due attention is paid to providing learning opportunities matched to their individual requirements. Discussion time in Year 2 provided pupils with the experience of proposing and then selecting a new class rule along the lines of a parliamentary debate. The lesson introduced aspects of citizenship, as well as enhancing pupils' social and moral development.
27. Overall, the local community makes a good contribution to pupils' learning. The school has very good links with the junior school which shares the same site and to which the majority of pupils transfer. There is regular communication between the two headteachers with good transition arrangements, including the sharing of pupils' social and academic profiles. The school also takes full advantage of the local authority support services, such as those for language and travellers' children, which share the same building. There are good links with local places of worship of all denominations and with some local businesses. However, the school has not yet taken up the opportunities offered by the wider business community to broaden teachers' experiences in order to enable them to bring these into the classroom to benefit of pupils' learning.
28. The provision for pupils' moral development is excellent. The school provides a very clear moral code, which is constantly reinforced by all members of staff who present themselves as good role-models. Any pupil who infringes the code is promptly and discreetly corrected and encouraged to understand the effects of his or her actions on others. They are taught the difference between right and wrong from an early age and are encouraged to develop qualities such as fairness and respect for others and the importance of truth and justice. The whole ethos of the school, with its emphasis on the celebration of the diverse nature of the backgrounds of its pupils, ensures pupils are constantly reminded of the moral values of different cultures.

29. The provision for pupils' spiritual development is very good. Pupils are given every opportunity to explore the values and beliefs of others through individual subjects, especially religious education, and through collective worship. The school has been granted a 'Determination' by the Standing Advisory Committee for Religious Education so that its assemblies and other acts of worship are multi-faith. In one assembly, pupils were encouraged to share the principles of their religions with each other. As a result, by the time they reach the end of Year 2, pupils have a good knowledge and understanding of the major religions and have learnt the importance of showing tolerance towards others with different beliefs. They are also taught how to understand their own feelings and emotions and to respect those of others through the programme for personal, social and health education.
30. The provision for pupils' social development is very good. The whole school is a community where everyone is considered equal. Pupils with learning difficulties and physical disabilities are fully integrated in the life of the school, as are those with special educational needs. They relate very well to each other and are developing good interpersonal and social skills. Assemblies foster a genuine community spirit amongst the pupils. Their opportunities to exercise responsibility are, however, limited.
31. The provision for pupils' cultural development is very good. Displays throughout the school celebrate the cultural diversity of its pupils. In the hall, they include animal patterns from Africa, peacock feathers from India, maple leaves from Canada and aboriginal paintings from Australia; all produced by the pupils. Also, in a corridor there is large display with a map of the world indicating the many countries from which the pupils, or their forebears, originate. The display celebrates the Commonwealth as well as the very diverse nature of the pupils' backgrounds. Teachers and pupils use examples of incidental foreign language, for example during registration and many signs around the school are multi-lingual. The special assembly seen during the inspection celebrated the Queen's Jubilee as well as the music and dance of other cultures. This is repeated throughout the year. While the school provides its pupils with an appreciation of drama, music and art through subject lessons, assemblies and visits to venues such as theatres and museums, this is an area, which is underdeveloped, especially in the appreciation of music.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. The school's systems of assessment of pupils' progress have been a priority since the last inspection. In the reception class, the procedures are well established and good. Pupils' attainment on entry is assessed with care, the results are used effectively to monitor pupils' progress and inform the planning of the curriculum and teaching. In the remainder of the school, assessment is the responsibility of classroom teachers. Pupils' attainment is carefully assessed in mathematics, English and science through the use of formal termly tests. The results are used to inform lesson planning and to set individual targets for pupils. Teachers keep their own records of pupils' progress, however, and these are not yet standardised throughout the school. Work is beginning on this. Good progress has been made in developing assessment and monitoring procedures in English and mathematics, and these are being well used by teachers to plan literacy and numeracy lessons. Assessment and monitoring of children's progress in other subjects still needs development.
33. This is a very caring school where the teachers get to know their pupils very well and are all fully aware of the needs of individual pupils who require special attention; the provision for pupils with special educational needs is good. Teachers have full details of the personal, and cultural background of each of their pupils and they also update individual personal and social development profiles each term. The deputy headteacher reviews these twice a year to identify those who may need extra help with their social, emotional or cultural development. Overall, teachers have a very detailed knowledge of their pupils and their needs.
34. There are good systems in place for ensuring the school is a safe environment. The senior management team has overall responsibility for health and safety and review this aspect at a meeting every fortnight. The school is particularly vigilant in ensuring risk assessments are carried out for any new activity in school. This also applies before each school trip, prior to which the correct number of accompanying adults is ensured and they are fully briefed by the headteacher.

35. The deputy headteacher is the designated person responsible for child protection. She has received the appropriate training and is operating a system in line with local procedures. In addition, she has trained all members of the teaching, support and school meals supervisory staff and ensures all new staff are briefed as part of their induction training.
36. The school has a behaviour policy, which clearly sets out the responsibilities of the teachers, headteacher, parents and governors. The school's 'golden rules' are well understood by pupils and prominently displayed throughout the school. In addition, pupils agree their own class rules. Good behaviour is rewarded by a combination of informal praise, stickers and stamps. In addition, two pupils from each class are presented in a weekly assembly with certificates for good work or behaviour. Most instances of poor behaviour are dealt with using a number of informal penalties, such as withdrawal from the lesson or a loss of a privilege. Parents are invited to a meeting with the headteacher in the case of serious or persistent offenders; this is a rare event in the school.
37. The school uses a computerised system for recording attendance and the registers are completed promptly at the beginning of the morning and afternoon sessions. However, there is an inconsistency with which holidays in excess of ten days per year are recorded, leading to an under-reporting of the unauthorised absence figures. Despite the problem of irregular attendance by a significant minority of pupils, the school's system for following-up absences is not effective. Also, it does not carry out a regular analysis to identify patterns of poor attendance by individuals or amongst pupils from particular backgrounds. Attendance is low, affected particularly by parents taking their children on holiday during term-time; over 60 such applications have been made so far in the current school year. The importance of ensuring good attendance is stressed to parents in newsletters and other communications with them and a system of individual and class awards for good attendance has been introduced. However, the school does not take advantage of the computerised system to produce figures on a weekly basis and use these to focus the attention of the school community on the importance of improving attendance rates.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38. The school's partnership with parents is good and this has a positive effect on pupils' learning and personal development. This is reflected in the very positive views of the school expressed by the parents in their responses to the pre-inspection questionnaire and at the parents' meeting.
39. The information provided for parents is good. The prospectus and annual report of the governors provide all the relevant information and the newsletter produced every half-term informs parents of future events and information on topics such as attendance. An informative curriculum newsletter is produced for each year group each half-term covering literacy, numeracy, science and other topics.
40. Nursery staff visit the homes of pupils before they join the school and an 'open door' policy for parents is operated where they are welcome to see the teachers on an informal basis after school or the headteacher by appointment; the majority of parents feel comfortable in approaching the school. The attendance of the deputy headteacher, often accompanied by the headteacher, at the school gates at the beginning and the end of the school day is greatly appreciated by the parents. The school organises parents' evenings twice a year where they can discuss their children's academic and social progress with the class teachers. These are well supported by parents, as are the special assemblies such as the joint celebration of the Queen's Jubilee and cultural diversity held during the inspection, which attracted around 100 parents, relatives and friends.
41. The school produces annual reports in July, which are well received by parents. They cover aspects of personal, social and physical development, as well as progress made in literacy and numeracy and, in Years 1 and 2, individual subjects. They are consistently produced throughout the school and indicate pupils' strengths, as well as their areas for development.
42. The parents' group, run by a small number of very dedicated parents and friends, helps to organise fundraising and social events. Its membership has declined since it lost its own room within the school where it held weekly meetings but a replacement is planned for next year. Only a small number of parents actually help within the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

43. The quality of leadership and management is good overall. The leadership and management of the headteacher and key staff are very good. Parents rightly feel that the school is well led by the headteacher and that there are high expectations for their children. Since the time of the last inspection, the senior management team of the school has changed. However, the importance of celebrating the richness and diversity of the cultural backgrounds of families remains a firm foundation on which the school successfully builds. The provision for pupils with special educational needs is well managed. The good team approach amongst staff supports the very good provision for identified pupils. The management of, and support for, pupils with English as an additional language are excellent.
44. Since the last inspection, the headteacher has clearly identified and pursued ways of raising standards - for example, by establishing an effective management system based around year groups and by analysing what teachers need to do to help pupils achieve well in English, mathematics and science. The importance of teamwork, and of pursuing agreed policies and practices together, have been re-emphasised. Teachers know what is expected of them and they work hard and successfully. For example, standards in the national assessments for Year 2 pupils have improved much faster than most other schools in the local area. Between 1997 and 2001, standards in writing, spelling, mathematics and science have improved by over 20 per cent. The headteacher and deputy headteacher work closely together to analyse information from the national and other tests to ensure that all pupils are making appropriate progress and that teachers hold high expectations for their pupils. They are beginning to use information systems in information and communication technology to do this effectively. They look carefully to make sure that boys and girls achieve appropriately. They review performance carefully to ensure that pupils from all cultural and religious backgrounds are fully included in lessons. As a result, the school has made very good progress to meet the targets it is setting for itself.
45. However, this emphasis on raising standards in English, mathematics and science has resulted in extending the recommended time for English and mathematics. As a result, there is insufficient time to teach some of the other subjects adequately, for example, design and technology is not given sufficient time or emphasis within the overall school curriculum.
46. Some of the key issues of the previous inspection have been addressed successfully. The roles of team leaders and some subject co-ordinators have been strengthened. However, with the exception of the co-ordinators for literacy and numeracy, subject co-ordinators do not have regular planned opportunities to visit classes to look at the quality of teaching and learning and to monitor the successful initiatives that they are implementing.
47. Governors are kept up-to-date with the progress of the school development plan, which is detailed and well put together. However, they still have a limited understanding of the work of the school. Their role as 'a critical friend', who provides challenge as well as support, is under-developed. As a body, they are not sufficiently involved in judging the success of their long-term objectives and spending decisions in terms of the educational outcomes achieved. An exception to this is the energetic and committed lead given by the Chair of governors who is a regular visitor to the school. The Chair of governors has a very good appreciation of the school's long-term needs and works very closely and constructively with the school's senior management team.
48. Good progress has been made in providing appropriate schemes of work in all subjects, although in the case of design and technology these schemes are not always put into practice. There is now a clear racial equality policy which is effective.
49. Teachers are now much more aware of what all pupils, including the more able, can achieve and this is reflected in the substantial increase in the proportion of Year 2 pupils who reach above average standards in the end of the year assessments.
50. Teachers are given good help when they join the staff so that newly qualified teachers, and those taking up appointments from elsewhere, are well aware of how they should teach and manage their pupils. To assist in this process, the headteacher and deputy headteacher visit classes

regularly to look at the way teachers teach and pupils learn. The school has taken effective action to meet the targets it is setting for itself and is healthily placed to improve further.

51. The school has sound financial systems and procedures in place for planning and monitoring the school budget. The recent local authority audit found that budgeting control procedures are satisfactory. Recommendations contained in the audit report have been implemented. The headteacher and members of the Finance Committee monitor the budget on a regular basis, providing financial reports on a termly basis.
52. The governing body discusses and approves the school's annual budget. The budget reflects the school's development plan on a three-year cycle. There is a sound match of resources to meet the school's educational priorities to raise standards and improve the quality of educational provision. The school is well staffed. The school attaches special importance to the recruitment of experienced and permanent staff and this priority is well matched through the allocation of resources which are adequate. Overall the accommodation is good and classrooms are attractive and reflect the value teachers give to pupils' work. Any additional funding has been used to target standards in English, mathematics and science subjects, in particular literacy; this strategy is working well. Accountability to the governing body is being developed but formal procedures to ensure best value, and the systematic evaluation of outcomes or value-added by different initiatives are not yet fully in place.
53. Pupils enter the school with levels of basic skills, which are on the whole well below average, and with a significant group of pupils needing to learn English on top of reading, writing and number skills. Overall, pupils make good progress, although some have too much ground to make up to reach average levels of attainment by the time they get to the end of Year 2. National assessments are still below average. Taking the overall good quality of teaching, the very positive way the school is managed and the progress pupils make, set against the high level of income per pupil the school receives, the school provides good value for money.

THE CENTRE FOR PUPILS WITH PHYSICAL DIFFICULTIES AND MODERATE LEARNING DIFFICULTIES

54. The centre provides very good provision for its pupils. The pupils' achievements in English and mathematics are very good.
55. Pupils are making good progress because of the very appropriate support that the centre provides and the very good teaching of the centre's two teachers.
56. The centre has, at present, six pupils, from a placement of eight, ranging from reception to Year 2 and having a range of physical difficulties from mild cerebral palsy to quadriplegia and learning difficulties from average ability to severe learning difficulties. All of the pupils have statements of special educational needs before entering the school.
57. Pupils' progress and achievements are consistently good across their range of difficulties because of their teachers' very good planning, experience, and dedication. Their close links with the appropriate class teachers also help to ensure that the teachers' planning is well informed and centres on the pupils' difficulties. This is reflected in the pupils' almost total inclusion within the main school. They are withdrawn from their classes about twice a week to support their literacy and mathematics' learning. Some also have physiotherapy and/or speech and language sessions. The teachers also support their pupils in class, sometimes teaching the whole class. The centre's teachers, supported by two very experienced nursery nurses, provide very good teaching.
58. The teachers have a very good knowledge of the ability of their pupils and use their experience to devise appropriate support. In the lessons and support sessions observed, the teachers had very good rapport with their pupils. Some of the pupils are able to speak but the teachers are experienced in knowing what the pupils want to say in the context of the lessons. Some pupils indicate by facial expressions and some by cued articulation whereby the pupil makes a sign in response to a question. Several of the pupils have alternative aids to communication (AAC) in the form of Pathfinders, which can be programmed to speak a required word or phrase when

appropriate areas are pressed. These were very effective in a literacy lesson when two of the centre's pupils were using their Pathfinders in class to answer the teacher's questions.

59. Other pupils use switches, in conjunction with Clicker. In one lesson, a pupil was able to select an animal, its food and habitation by using two switches. It was evident from the pupils' expressions that this independence was highly valued.
60. Pupils' attitudes towards their learning are very good. They appreciate the opportunities to be able to take part in learning, either with their peers in the classroom or in withdrawal situations, often joined by peers from their classes who require support in consolidating learning. They show enjoyment in their learning and their ability to complete set tasks. Other pupils in their classes accept the centre's pupils readily and were observed helping, or pairing, with the Centre's pupils to complete set tasks. In one observed situation, the teacher was taking the class attendance register prior to the first lesson starting with the teacher calling out the name of a pupil and the pupil responding with "Good morning Miss". This reply had been set up on the pupils' Pathfinders and they were able to select the phrase to reply. During the time it took the pupil to find the reply and select it, the rest of the class waited patiently.
61. Many of the resources used in the centre are partly financed from locally raised sources. The head of the centre and the centre's teacher work very well together. They combine their experience and knowledge to provide optimum learning experiences for their pupils. One nursery nurse has attended a course on how to program pathfinders, and both nursery nurses have attended a course on cued articulation. The head of the centre provides very good leadership and management. Assessments, in the form of weekly and termly records, are kept of pupils' learning in the core subjects.

ENGLISH AS AN ADDITIONAL LANGUAGE

62. Pupils' learning of English as an additional language is very good. Standards found in the last inspection have been maintained and, in some areas, further improved. The ethos of the school enables pupils to know that they are all members of an inclusive and privileged group where every child's diversity is valued. Despite their young age, all pupils know that their cultural heritage is recognised as an asset to the school community, that it will be respected, and that they will be helped to learn.
63. Observations of lessons and pupils' work indicate a growing knowledge of English as an additional language as children move from nursery to the end of Year 2. Through dual language teaching and learning, children in the nursery know how to use their vocabulary. Bilingual children know the words of songs in two languages and sing them well with obvious enjoyment in a happy and animated way. Children are able to work well, both individually and together. For example a group of five reception children with home languages of Urdu and Punjabi use their understanding with sustained excellent concentration in a bookmaking activity.
64. Children in Year 1, with home languages of Urdu, Arabic, French and Punjabi, know the word 'author'. One boy knows that a model shown of an animal is not the same size as the picture in the book. Another Year 1 child explains to the teacher that the berries in the picture look like grapes. These Year 1 children know how to match individual word-picture cards to pictures of a kangaroo, giraffe, lion, zebra, polar bear, leopard, owl and snake on the whiteboard. Year 2 children know how to identify and read a question. Some Year 2 children participate well in the discussion during the final part of the lesson that embraces at least three languages. They participate in an impressive atmosphere of listening, celebrating, respect and total inclusion.
65. Pupils understand their valued place in the school community and the format of teaching that enables them to succeed and feel good about the steps they take towards achievements – however small these may seem at first. Nursery children understand the concept of visitors in the nursery and come and initiate conversations. Others understand simple questions about their work on butterflies and they respond in English. Year 1 pupils understand the concept of prediction. After reading from a dual language text, the pupils predicted the name of the possible creature and then identified the name from writing on a card. They understood from the teacher's

modelling how to construct a sentence from individual words. They then do this well - slowly, but correctly.

66. Pupils for whom English is an additional language are able to enter fully into the life of the school. Through a well-planned provision, pupils are able to experience help, kindness and success in their learning, not just of English as an additional language, but in many cases, of their own mother tongue as well. There is evidence of the use of information and communication technology by children in four of the home languages.
67. The teaching of English as an additional language is very good; some is excellent. In an excellent lesson in a Year 1 group, the five children had all been withdrawn for intensive support. Their home languages were Urdu, Arabic/French and Punjabi. Teaching set high expectations. The word 'herd' as of elephants was introduced, as was the concept of 'patchwork'. This latter was cross-referenced to a model. The teacher read with excellent vocal expression and invited pupils to experiment with their voices. The teaching posed questions for reflection – What might happen when the rain came? Pupils were enabled, through the excellent teaching, to pose their own questions. In another lesson where teaching was excellent in the nursery, there was dual language facilitation by the teacher. The children were challenged and confidently led to pronounce and identify 'bumble bee', 'bumble', 'butterfly', 'pond' and 'frog'. The teacher continually assessed when to intervene, when to question and when to re-enforce concepts that were appropriate for the raising of standards in pupils' learning. The lesson had pace and teaching impacted on pupils' learning.
68. Where excellent teaching was observed in a Year 2 class, this was with a group of six children withdrawn from the classroom. Challenging text on cards was successfully read by the children and matched to sections of text in a 'big book'. Teaching focussed on the difference between information giving and question making. Praise was well used and excellent questioning to the group enabled a review of the learning. A child who spotted an error in a word was praised. Where pupils with English as an additional language have been at the school from nursery to the end of Year 2, they are working towards meeting the national expectations by the end of that year.
69. Leadership and management of English as an additional language are excellent. The school benefits from the leadership of a member of the local support service for English as an additional language. All pupils are assessed according to the locally derived stages for early language learners and the national guidance is also used. The school benefits from the services of the local language support service attached to the school building. The Hounslow Language Service team co-ordinator also has an appropriate position on the senior management team of the school. There is constant regular and effective liaison between everyone involved in teaching English as an additional language.
70. The School development plan takes accounts of the needs of these pupils and sets targets for them that are challenging and attainable. Pupils who also have special educational needs are identified and provision is made. Parents and carers of pupils with English as an additional language are kept well informed. The Hounslow Language Service will, when requested, supply letters in home languages and interpreter facilities.
71. Since the last inspection the current headteacher has introduced significant steps to monitor pupils' achievement by ethnic group. The system in use currently provides a wealth of information for analysis. As improved information and communication technology programs become available, the headteacher intends to refine this even further. Whole school data usefully identifies underachievement. The school is moving in the right direction to ensure that all pupils achieve their potential.
72. The headteacher and staff meet the needs of pupils in this rich diverse community very well. It is policy to have an appropriate mix of staff, that staff will dress traditionally, that a world map in school clearly identifies countries of origin. There is a refugee handbook, access to the Hounslow group for women, a refugee and cultural association handbook. The school is ever alert to changing needs and responsibilities.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

73. The governing body, headteacher and staff should: -

- (1) Review the timetables in Years 1 and 2 to ensure that teaching time is effectively used to provide a balanced and broad curriculum in all subjects of the National Curriculum and religious education and to raise standards further. (8, 23, 45)
- (2) Provide all subject co-ordinators with planned opportunities to look at the quality of teaching and learning in their subjects in classes and the impact of the initiatives in which the school is engaged. (46, 101, 104, 107, 115, 133, 140)
- (3) Strengthen the role of the governing body as a critical friend of the school and put in place procedures for all governors to be actively involved in judging the success of its long term objectives and spending decisions in terms of the educational outcomes achieved. (47, 52)
- (4) Improve the school's analysis of attendance information and place greater emphasis on raising attendance. (37)

MINOR KEY ISSUE

- (1) Extend the extra curricular activities available for all pupils. (25, 128, 133)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	78
Number of discussions with staff, governors, other adults and pupils	36

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	13	30	27	3	0	0
Percentage	6	17	38	35	4	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	39	336
Number of full-time pupils known to be eligible for free school meals		28%

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs		8
Number of pupils on the school's special educational needs register		111

English as an additional language	No of pupils
Number of pupils with English as an additional language	336

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	80
Pupils who left the school other than at the usual time of leaving	48

Attendance

Authorised absence

	%
School data	8.8
National comparative data	5.6

Unauthorised absence

	%
School data	1.7
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	38	45	83

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27	26	32
	Girls	36	37	41
	Total	63	63	73
Percentage of pupils at NC level 2 or above	School	76 (73)	76 (74)	88 (89)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	28	32	29
	Girls	36	37	40
	Total	64	69	69
Percentage of pupils at NC level 2 or above	School	77 (75)	83(87)	83 (73)
	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	5
Black – African heritage	16
Black – other	6
Indian	94
Pakistani	33
Bangladeshi	2
Chinese	0
White	38
Any other minority ethnic group	27

This table refers to pupils of compulsory school age only.

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.

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	14
Number of pupils per qualified teacher	24
Average class size	28

Education support staff: YR– Y2

Total number of education support staff	13
Total aggregate hours worked per week	226

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	39
Total number of education support staff	3
Total aggregate hours worked per week	132
Number of pupils per FTE adult	10

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	7.5
Number of teachers appointed to the school during the last two years	6

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

FTE means full-time equivalent.

Financial information

Financial year	2000-2001
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	£
Total income	959,558
Total expenditure	976,868
Expenditure per pupil	2,617
Balance brought forward from previous year	25,490
Balance carried forward to next year	14,180

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	414
Number of questionnaires returned	88

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	84	15	0	1	0
My child is making good progress in school.	61	35	3	0	0
Behaviour in the school is good.	60	38	0	0	2
My child gets the right amount of work to do at home.	43	32	12	6	7
The teaching is good.	67	27	3	1	1
I am kept well informed about how my child is getting on.	60	30	9	0	1
I would feel comfortable about approaching the school with questions or a problem.	66	30	9	0	1
The school expects my child to work hard and achieve his or her best.	62	30	3	0	5
The school works closely with parents.	48	47	5	1	0
The school is well led and managed.	60	30	2	1	7
The school is helping my child become mature and responsible.	61	27	2	1	8
The school provides an interesting range of activities outside lessons.	33	34	9	6	18

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

74. The school makes good provision for children in the Foundation Stage (nursery and reception classes). A total of 78 children attend the nursery part time, either mornings or afternoons. It is popular and has a long waiting list. In line with the Local Education Authority's policy, children normally start nursery in the September following their third birthday; they begin full time attendance in one of the four reception classes in the September following their fourth birthday. Arrangements for the admission of new pupils are very good and include home visits by teachers or Nursery Nurses to the families of all pupils new to the school, supported where necessary by bilingual colleagues.
75. The overall quality of teaching for children in the Foundation Stage is very good. Teaching is particularly strong in the reception year. It is very good in both nursery and reception for children who are learning English as an additional language. Support for children with special educational needs is also of good quality. Nursery Nurses make a very good, professional contribution to children's learning and development, and play a full part in planning, observation and assessment. Teamwork is very good. These strengths of teaching lead to children making good and often very good progress. Tests carried out in the reception year show that many children begin school with skills and experience well below average or with little knowledge of English. By the end of the reception year, they have caught up to a significant extent, with average skills in some areas and skills only a little below national expectations for their age in others.
76. The standard of care offered to the children is very high; all adults know the children well, notice when they are unwell or unhappy, and take care to ensure their safety at all times. The assessment of children's personal and educational development is well done, through ongoing observations and carefully recorded notes of their progress in all areas. There is a good balance between giving children free choice of activities and ensuring appropriate experience across all the areas of learning. Communication with parents is very good and they clearly feel welcome in school and comfortable in approaching staff. Resources are generally satisfactory and the school has secured funding to improve the quality of facilities for outdoor play, which currently limit children's experience.
77. There is satisfactory management in the Foundation Stage with strengths in teamwork within the nursery and reception areas. Links between the two areas are still developing.
78. There has been good improvement in the overall provision since the last inspection and very good improvement in the standards of teaching.

Personal, Social And Emotional Development

79. The very good teaching promotes children's development in this area very well. All staff make children feel safe and valued and so children quickly develop confidence and this enables them to explore different activities and to learn. The play of the youngest children may be solitary at first as they explore new toys and activities but they quickly learn to play alongside, and then in cooperation with, other children. By the end of the reception year, they share, help each other and form good friendships. Because the different cultures and languages of the school are celebrated and respected, all children feel part of the school community – for example, when stories are told in Urdu as well as in English, all the children, not just the Urdu speakers, listen and watch with rapt attention. The very good relationships of staff with other members of staff and with children, give good examples of how to treat each other. Many instances were seen during the inspection of cooperation and kindness. Pupils from the special unit are warmly welcomed into classes by other children who show patience and understanding from a very early age. In their personal, social and emotional development most children will reach the early learning goals and many will exceed them.

Communication, Language And Literacy

80. Language skills, for the majority of the children, are well below national expectations when they start their education, as demonstrated by the results of tests taken at the beginning of the reception year. Many children are in the early stages of learning English as an additional language. Throughout the Foundation Stage, children's progress in language development is very good, due to the very good provision and the very high standard of teaching. Staff offer many opportunities for children to talk and listen, individually and in groups. Standards in speaking and listening are still below average by the end of the reception year, but children have made very good progress. They often answer questions with apparent fluency but their answers still sometimes show incomplete understanding of the questions. In reading, the youngest children learn to listen carefully to stories, both in English and in other languages. Learning is helped by the lively and animated presentation of stories and books by teachers and Nursery Nurses. Occasionally the large numbers of children in the nursery make it difficult to involve all of them successfully at once. The youngest children handle books with respect and enjoy looking at the pictures and joining in when familiar stories are read to them. They make very good progress in reading and, by the end of the reception year, most can recognise words in simple texts, while the higher achieving children read appropriate material with confidence. They use pictures, memory and knowledge of sounds to help them work out the meaning. By the end of the reception year, standards in reading are only a little below national expectations, with a minority of children fully achieving the national average level. In writing, the youngest children enjoy using pencils, felt tip pens and paints to make marks and to begin to write their names and "pretend" writing. They make good progress and by the time they leave the reception classes, they can copy words and phrases with well-formed and legible letters and attention to spacing, capital letters and full stops. Some children can write words and phrases independently using spelling that shows knowledge of letter sounds. Standards are still a little below national expectations at the end of the Foundation Stage, but children's achievement and progress are good.

Mathematical Development

81. Many children enter the school with mathematical skills and experience well below average. The good experiences offered to them and the good teaching help children to make good progress. The youngest children learn to sing number songs that involve counting forwards and backwards, and these songs are learned in both English and in other community languages. Play with sand, water and puzzles gives children experience of size, volume and shape and with the help of nursery staff they begin to use the language of mathematics – "bigger than", "more than" etc. By the end of the reception year, children can count the number of pupils present and work out how many are absent, although counting above 10 is not always secure. They can, with help, "buy" items at a certain price and count how much of their 10p "pocket money" is left. They can name common two-dimensional shapes. In the most successful lessons, children work on group tasks with enthusiasm and interest, even when not directly supervised. Occasionally, in lessons that are satisfactory in other respects, teachers focus too narrowly on the group working with them and do not see that some other groups are not working as well. While children make good progress, standards are still below average at the end of the reception year: higher achieving children are on course to reach the early learning goals but many children will need more time to do so.

Knowledge And Understanding Of The World

82. Children make good progress in their knowledge and understanding of the world. Teaching is good. Early and well-supported access to appropriate computer equipment and programs gives children a positive and confident approach to information and communications technology. Regular nursery cookery sessions help children understand about changes in materials. Daily talk about the seasons and the weather lays down foundations for understanding changes and cycles in nature. Children can record the growth of bean plants and know what kinds of places different wild animals live in. Their work on pets and the work of vets teach them about different domestic animals and their needs and introduce them to knowledge about x-rays, injections and medicines. The celebration of different cultures in the school helps children to understand their own culture and that of others. The inclusion of children with significant physical difficulties in their classes gives them insight into other people's difficulties. Children use a variety of construction toys and

materials to design, make and improve models. By the end of the reception year, most children are on course to reach the early learning goals in this area.

Physical Development

83. While many children lack experience at the start of their nursery year, they very quickly engage with all the activities offered and make good progress. Nursery staff make good use of the rather limited equipment for outdoor play, - opportunities for climbing and swinging are limited in the nursery playground. Children can follow the teacher's actions as they re-enact the familiar story of "The Bear Hunt", and can use wheeled toys with increasing confidence and precision. Children move about well in the classrooms and work with increasing precision on tasks requiring coordination – cutting, drawing, fitting things together and balancing towers of bricks. Older children are able to move to music in different ways, taking on roles such as elephants and tortoises. They use the space confidently and well and are familiar with warm up and stretching routines. Children make good progress in this area, due to good teaching and good opportunities, and are on course to reach the early learning goals for physical development.

Creative Development

84. Children make good progress in their creative development. Teaching is good, with well-planned opportunities for children to draw, paint and model and to take part in imaginative role-play. Sometimes staff intervene well when they ask a question or make an observation which lifts and extends the quality of imaginative play. The youngest children can produce good drawings of their book "Have You Seen the Crocodile?" They can feed and care for dolls in the home corner. Singing is a part of every day's routine and there are opportunities to explore instruments and listen to music from a range of cultures. Older children use their imagination to construct a model of Buckingham Palace from wooden blocks, and they take on the role of vet or of people bringing in sick animals in the "surgery" area of the classroom. All the children in the Foundation Stage benefit from the school's celebration of different cultures, and have access to music, dance, textiles and artefacts from many lands. Children are on track to achieve the early learning goals in this area of learning.

ENGLISH

85. Standards in English are below average at the end of Year 2 although they are close to the national average for pupils who have been at the school from the start of their schooling. While standards are below average in speaking and listening, and in writing, they are average in reading. When the results in national tests for 2001 were compared with schools nationally, they were well below average, which is in the bottom 25 per cent of schools for this age group. When compared to schools with a similar proportion of pupils eligible for free school meals, standards were still below average in reading and writing. This judgement does not take account of the very high number of pupils who start this school with little or no English. Standards seen during the inspection were higher as a result of more stable staffing, continued progress in implementing the literacy hour and the school's success in reaching a range of targets for the subject.
86. Standards have been broadly maintained since the last inspection. Trends of improvements in national tests are below the national trend. However, the context of the school has changed since then. Three quarters of children learn English as an additional language and most have quite limited skills in English when they join the school. The number of children of asylum seekers and refugees has increased. These pupils and pupils from a local army base have increased the proportion of pupils joining after, or leaving before, the usual time. In the last school year 21 per cent of pupils from reception to Year 2 joined late and 12 per cent left early. Late arrivals usually have more limited skills than pupils who have been in the school from nursery. Taking all these factors into account, pupils make good progress during their time at the school.
87. Pupils' good progress is a result of the good teaching, particularly the very good quality of additional support provided to those at the earlier stages of learning English and for those with special educational needs.

88. The school provides a range of good opportunities to develop pupils' skills in speaking and listening in class lessons, assemblies and in additional groups for pupils with English as an additional language or special educational needs. Additional help is often provided within the classroom and sometimes outside. As a result, pupils with additional or special needs are included fully in the curriculum. Good opportunities for discussion are also provided in other subjects. Pupils' good attitudes and behaviour enable them to listen carefully to their teachers and peers and have a significant positive effect on their progress. However, some pupils need encouragement to give more than very brief replies to questions. More able pupils usually volunteer relevant information and opinions which move the lesson on, as when a girl in a Year 2 lesson about finding facts gave additional information about the classification of an animal from a book which she had read at home. Teachers try to involve all pupils in discussion by matching the difficulty of the question to the ability of the pupil and by giving them sufficient time to form their thoughts without unnecessary prompting or moving on too quickly. They also provide good opportunities for discussion in pairs or small groups, as well as for pupils to speak in front of the whole class or to join in class discussions.
89. The school uses a wide range of checks on pupils' progress and follows this by concerted action. To help pupils learn spelling and reading skills, a detailed record is kept of pupils' knowledge of individual letters and groups of letters. Classrooms display lists of words that belong to the same families and of the most frequent words which pupils need to read or write. Teachers help pupils to understand the meaning of words well by asking frequent questions about word meanings and making good links between subjects. For example, work on reading information texts was linked with facts pupils had met during science lessons. The introduction of a new reading scheme and further emphasis on home reading contribute to the evident enjoyment which pupils at all levels show when they read individually. At the end of Year 2, pupils recognise the author, title, contents and index of a book and frequently the illustrator. They cannot find an information book in the library, however, mainly because of the school's limited resources in this area. While the most able pupils in Year 2 read with good expression, those who are below average do not always recognise when they have made an error. Nevertheless, they make some appropriate comments about books at their level. The use of computerised texts with sound added aids the progress of less able readers.
90. Overall the standard of writing is below average at the end of Year 2. Standards of spelling by the more able pupils have improved well, so that the proportion that reaches the higher level of attainment is now close to the national average. Pupils join their handwriting during exercises, but this skill is not often transferred to other writing. The use of word processors supports pupils at all levels in writing accurate sentences. Less able pupils benefit from the support given by some programs when spelling irregular words. The more able benefit from the opportunity to use the spell-check to produce a page or more of accurate text. Teachers provide well-structured work to help all pupils write at an appropriate level. One of the best pieces of work seen was when pupils wrote two additional verses to Roger McGough's poem "The Sound Collector" in a similar style. Opportunities for pupils to write in history, geography and science are good; for example, Year 2 pupils wrote as if they were caught in the Fire of London and a diary about the development of seeds.
91. The quality of teaching and learning in Years 1 and 2 varied from unsatisfactory to very good, but was good overall. The one unsatisfactory lesson lacked challenge for the more able pupils and the overall pace of the long session was slow. Usually the level of challenge was good for all ability groups, for example one pupil successfully sounded out the word "crustacean" while another looked up "arachnid" in the dictionary. Teachers generally maintain a good pace and keep pupils working by reminding them of how much time they have to complete each activity within a lesson. However, English lessons are very long and require thoughtful planning to maintain pace. In a few lessons, the substantial time is used for over-long introductions, which reduces the time available for pupils to practise their skills.
92. Overall, the school has equipped teachers successfully with the wide range of skills necessary to implement the National Literacy Strategy. Planning takes account of the pupils' varying levels of attainment. Provision for those with special educational needs or in the early stages of English as an additional language is well synchronised with work for other groups. The most common features of the good teaching are the good use of support staff and the precise use of praise to strengthen pupils' performance on a particular point. This is well followed up in the marking of

work with the “three stars and a wish” system where the teachers comments on three good features of a pupil’s writing and make one suggestion for improvement. There is scope to strengthen teaching further with more display of pupils’ written work, more display and use of rhyming similarly spelt words and more careful modelling by staff of consonant sounds in order to make pupils’ blending of sounds easier.

93. The good teaching is a result of the very good management of the subject, appropriate staff training and awareness of their further training needs. Planning and pupils’ attainments are monitored well. For example, the analysis of national test results led to a range of specific initiatives. All teachers are observed teaching. Annual management objectives are set for the subject and these are implemented. The stock of books is sufficient to teach the National Curriculum but many are becoming ready for replacement and resources of non-fiction books are particularly low. However, the co-ordinator has planned an appropriate programme of spending to address this.

MATHEMATICS

94. At the last inspection, standards of attainment in mathematics were found to be average and they remain so. The average level of attainment on entry to the school is low, and pupils make good progress through reception and continue to make good progress in both Years 1 and 2. Since the last inspection there has been a steady but marked improvement in the National Curriculum test results at the end of Year 2; the improvement has been particularly marked in the higher Level 3 results. Evidence from this inspection indicates that the national test results for 2002 are likely to exceed expectations and show further improvements on the 2001 results, where 88 per cent of pupils achieved the expected level or better.
95. The quality of teaching In Years 1 and 2 is good and makes a very positive impact on pupil learning. Teachers’ high expectations and well-differentiated work enables pupils to make good progress. Pupils’ skills and understanding of the basic skills are good. In Year 1 pupils confidently solve number problems to 10 mentally by addition and subtraction, and most pupils can extend to 50. They calculate with two and three digit numbers and understand the need for accuracy. In Year 2 pupils make good progress in number work consolidating their understanding of numbers to 100, and exceptionally to 1000. They can double and halve numbers mentally. They learn to use all four operations, addition, subtraction, multiplication and to a lesser extent division. Number work is a strength. Pupils’ understanding of non-standard units of measurement and weight is developing but is not yet secure. Problem solving is a growing strength, especially among high attaining pupils. Pupils demonstrate good skills and understanding in handling simple data analysis. Pupils are able to explain their operations with confidence.
96. Good teaching strategies include the use of careful questioning to reinforce pupils’ understanding of basic skills, and these make an effective contribution to pupils’ learning. Activities are carefully selected and geared to build on pupils’ existing strengths. Lesson planning is sound with clear learning targets, which pupils can understand. Teachers’ expectations are realistic. Time and resources are well used. Pupils with special educational needs and those with English as a second language have very good support and make good progress. High attaining pupils also receive good support with good opportunities for extension. Pupils enjoy their numeracy lessons, concentrate and are keen to do well in lessons. They work very well in groups, and demonstrate an excellent capacity to work independently. The subject is managed very efficiently by the co-ordinator who demonstrates excellent subject knowledge and has very good management skills. The co-ordinator has a clear understanding of assessment methods and procedures for targeting and monitoring pupils’ progress, as well as curriculum and lesson planning schemes. Co-ordination across the year groups is well developed and monitoring of lessons is developing. Resources are sound and sufficient to allow good teaching of the subject.

SCIENCE

97. At the end of Year 2, standards in science are average. Since 1998, the national assessments in science have improved by 27 per cent in comparison to the local average increase of four per cent. Results are now close to the national average. This improvement is directly linked to the

increased emphasis given by teachers to identifying what pupils need to know and understand in order to do well in the end of Year 2 assessments. Pupils with English as an additional language achieve well.

98. Years 1 and 2 pupils know what plants need to grow successfully. They experiment confidently and are able to draw their own conclusions; for example, they know why some samples of grass are lighter in colour than others. They are able to predict what will happen if the arrangements are reversed. Older pupils in Year 2 are able to identify common minibeasts and search enthusiastically to find them. They know that animals and insects can be classified into groups according to their physical characteristics. They know that electricity can provide the power for a light and that a circuit has to be complete for this to work. They are able to record data and sometimes use information and communication technology to do this. They are able to observe carefully and describe what they see using scientific language.
99. The quality of teaching is satisfactory. In the best lessons, teachers plan carefully so that the resources that are needed are readily to hand and are suitable for the purposes intended; for example, when looking at minibeasts pupils are well prepared with a good range of observational aids and recording sheets. The teacher has good subject knowledge and introduces specialist vocabulary well. The teacher ensures that pupils understand it. The teacher maintains a good pace to pupils' learning by questioning vigorously and by passing on enthusiasm for what pupils are finding out. Teaching assistants are well used and give good support to those pupils who need it, so that all, including pupils with special educational needs, are appropriately challenged and make good progress. Pupils are interested in their work and find the lessons fun. They construct hypotheses confidently because they know that their views are valued. They respond eagerly to the regular reminders of what they need to complete in the time available.
100. Where teaching is satisfactory but has some weaknesses, the teachers' explanations are too long so that some pupils lose interest. Opportunities are missed to encourage pupils to reach broader conclusions - for example, why some habitats are preferred to others.
101. The co-ordinator is enthusiastic and has a good understanding of the way to teach this subject effectively. However, there are no planned opportunities for the co-ordinator to visit classes to look at how well teachers teach and pupils learn or to follow up initiatives which the co-ordinator is pursuing. For example, the co-ordinator has no first-hand way of judging how effectively teachers promote the skills of scientific investigation. There is no collection of pupils' work to indicate to teachers what standards they should aim to achieve. The range, quality and quantity of resources are satisfactory. Generally they are well used.

ART AND DESIGN

102. Only one lesson in art and design was observed in Years 1 and 2 in the week of the inspection; judgements are made on the basis of scrutiny of all artwork in classrooms and on display. On this basis, the school has maintained the satisfactory standards in art and design seen during the last inspection.
103. By the end of Year 2, pupils are able to use a range of techniques, including drawing, painting, collage, printing and clay work. There are lively and original examples of fantasy creatures, colourful transparencies of leaves, and experiments with completing the second half of a picture or photograph. Children are able to use computers to draw and print pictures, and drawings and paintings support many areas of the curriculum. Some children have made pictures, which interpreted Aboriginal art, others have used Batik and wax resist techniques. Children are beginning to discuss their work in simple terms, but they need to develop further their ability to evaluate and improve their work and to collect and use ideas, for example, through the use of sketchbooks. Experience of working in three dimensions is limited. Children enjoy art and work well, sometimes showing originality in their interpretation of what the teacher has told them to do.
104. The role of the co-ordinator is under-developed. The school has had other priorities and there have been, as yet, no opportunities for the co-ordinator to observe teaching, for example, or to develop ways of assessing pupils' work. Resources are limited and unsatisfactory overall. Established artists' work is under-emphasised, as is work in three-dimensions.

DESIGN AND TECHNOLOGY

105. No lessons in design and technology were seen during the inspection, as it was not being taught this half-term. From a scrutiny of pupils' work, teachers' planning and discussion with teachers and pupils, it is clear that standards are below those expected of Year 2 pupils. This is the same as at the time of the last inspection.
106. Some pupils in Year 2 are able to design and make an "Incy Wincey Spider" and construct a waterspout using simple materials. They are able to explain how to improve their design. However, because this subject is not systematically taught across the school many pupils lack planned opportunities to learn how to develop a design and how to modify it in the light of their experiences. Because there is only a limited range of resources, some of which are unused, pupils lack the necessary skills and confidence to work with tools and to be aware of how to use them safely for the purposes intended, for example, to measure, mark, cut and shape. They know little of the different characteristics of materials because they do not use enough of them to develop their understanding. Opportunities to use information and communication technology, for example to plan and display ideas, are not taken up.
107. The co-ordinator has put together a sound scheme of work based around recent teachers national guidance but has no opportunities to look at the quality of teaching and learning taking place and to help all teachers understand what is expected in the subject. Resources are generally inadequate in quality and quantity.

GEOGRAPHY

108. At the last inspection, standards of attainment in geography were found to be in line with national expectations. Findings on this inspection based on lesson observations, scrutiny of work, and discussions with pupils and teachers show that standards remain the same. In Year 1, pupils understand and can compare how weather conditions affect people's lives in different countries, with some good written work comparing weather in London and Paris, England and California, England and Kenya where pupils could explain their preferences for where they would like to live. There was also evidence from lesson observations and classroom displays that pupils could identify countries and towns on the colourful world map tracing 'Barnaby Bear's' travels. Pupils could trace different routes of travel and give reasons for choosing different forms of transport. In two lessons pupils satisfactorily completed a difficult activity that linked geographical skills and mathematics to represent and collate data on a block graph and pictograph using information they had collected about Barnaby Bear's travels. Pupils had more difficulty in developing map work skills to represent, for example, their route to school, and there was limited evidence of understanding of the local environment around the school or even the precincts of the school. Only the more able pupils were able to identify landmarks and use simple symbols to represent them. In Year 2, pupils make some progress in their map work skills using a simplified route map to describe their journey to school. More progress is made in understanding how physical conditions affect people's lives and their study of island life on Struary produced some examples of good written work comparing life on an island and the mainland. Geography was not being taught in Year 2 at the time of this inspection so no lessons could be observed.
109. The quality of teaching makes a satisfactory impact on pupils' learning, with some examples of good teaching where expectations are high and the lesson content presented in an interesting and stimulating way, supported by very careful questioning which engages all pupils in the lesson. Activities are also differentiated to match pupils' potential. As a result, there is evidence that pupils enjoy learning geography and are making sound progress. However, there were also examples from pupils' written work of low teacher expectations, where sometimes untidy or incomplete work was left unmarked and without comment. There was also evidence of variation in the quality of teaching and teachers' subject knowledge between classes within the same year.
110. At the end of Year 2, pupils have made satisfactory progress in geography. They work well and enjoy the subject but do not always have sufficient opportunities to extend their skills and understanding. The school uses the national Programme of Study and has a satisfactory medium term curriculum plan in place for the spring and summer terms. Monitoring of teaching and pupil

learning is at the early stages of development. Resources are only just adequate to teach the subject and need to be expanded to include a good range of photographic material for pupils to use in lessons, up-to-date maps of the local area, and atlases. The subject is being co-ordinated by the headteacher.

HISTORY

111. During the inspection, it was possible to observe history lessons in only two Year 2 classes. Further judgements have been made on the basis of interviews with pupils and staff and looking at documentation and children's work.
112. Overall, standards are now broadly in line with those expected at the end of Year 2. This is an improvement since the last inspection. Pupils show an effective range of skills. By Year 2, most can place a set of five events during the reign of the present queen in chronological sequence. They know that the Fire of London took place well before Florence Nightingale. They can talk about how features such as the local hospital have changed in their lifetime. They know that historical information can come from a number of different sources, for example film of the Coronation, the Diaries of Samuel Pepys and people's own stories. They are aware that people can have different viewpoints about the past and know that they would prefer to live now because of the higher standards of affluence and hygiene. They do some independent research using the Internet to find about sixteenth century London or get details of the Queen's Silver Jubilee on the Espresso computer suite. Pupils in Year 1 learn about toys and homes in the past and they recall this knowledge well at the end of Year 2.
113. At the start of Year 2, there is a good link with Religious Education when pupils learn why we have Remembrance Day and about religious festivals such as Divali and Christmas. The school selects topics from a nationally recommended scheme of study and while the time spent means that the breadth of historical knowledge is limited, this is counterbalanced by the good detail with which pupils recall the things that they have been taught. They recall with relish details of the Fire of London, where and when it started, why it spread, steps taken to limit it and the lives of the King and of poor people at the time. Pupils distinguish the date of the present Queen's coronation from the start of her reign and can relate it to events in the life of their families, that of the Queen's, new inventions and a range of famous people outside the media.
114. The pupils' recall and enthusiasm are testimony to the generally good quality of teaching, which they receive. Available resources are used well. Work is well matched to the ability level of all pupils so that a pupil with low reading skills was still able to talk with animation about the lives of soldiers in the Crimea several months after learning about it. Good questioning and checking of pupils' writing leads to additional lively explanations and examples. While a small amount of pupils' writing is on display, and this is very good, there is scope for more display to increase the range of knowledge and provide relevant purposes for informative writing. The display and use of historical artefacts is restricted by their availability and this is recognised by the co-ordinator.
115. The co-ordinator was appointed in September and while she has a clear view of the priorities for developing the subject she has not yet had enough time to monitor and act on her findings effectively in order to further develop the curriculum and the range of pupils' learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

116. By the end of Year 2, pupils' attainment in information and communication technology is satisfactory. Most pupils are making at least satisfactory progress with some making good and very good progress. Progress is good overall. This is the same finding as at the time of the last inspection.
117. Pupils' achievements and progress are mainly due to the quality of teaching, the provision of modern computers in both a suite and classrooms and, more recently, the purchase of 'Expresso' an Intranet online package of curricular and associated software. By Year 2, pupils are able to copy text and pictures from the Internet and paste them into text, to use appropriate search techniques of Expresso to find required information, use Clicker as an alternative means of inputting text, and use a graphic program to produce repeat patterns. In one lesson observed pupils, working in pairs, used a Clicker grid of appropriate words, prepared by their teacher, to describe a setting for a book, while the lower attainers used a program, Paint, to make text boxes to write sentences in. Pupils' progress is helped by their teachers' competence in using information and communication technology. This allows them to resolve pupils' problems as and when they occur.

118. Pupils' attitudes when using information and communication technology are good. There are many examples of higher attainers helping lower attainers. The pupils are very motivated to using computers due to the practical nature of the subject and work well individually or in pairs, helping each other. They generally have a good rapport with their teachers.
119. Pupils with physical difficulties enjoy being able to complete a task using their Pathfinder aids to communication. They join in well in class discussions using their Pathfinders to answer questions.
120. The quality of teaching is satisfactory, with some examples of good and very good teaching. Where teaching is good or better, teachers plan their lessons well, have very clear expectations of learning outcomes, and make use of very good questioning to guide or to challenge their pupils' learning.
121. Where teaching is less than good, opportunities for the consolidation of new learning are missed, and very occasionally teachers do not always have sufficient subject expertise to help their pupils. In one observed lesson poor lesson preparation resulted in the teacher being unable to help pupils when a problem was encountered.
122. The leadership and management of the subject are satisfactory. Since the co-ordinator was appointed in September 2000 the school has purchased and set up a computer suite of multimedia computers and a multimedia computer in each teaching area. In addition to this the school has recently purchased 'Expresso' an Intranet system containing updated resources to support subject teaching and learning.
123. Most of the information and communication technology observed during the inspection window was within subject teaching and learning. There was very little teaching of the skills of information and communication technology. The school is using a national scheme of work satisfactorily. Arrangements to record pupils' progress are under-developed.

MUSIC

124. Standards in music are in line with those expected and the school has maintained both its overall standards and the strengths in singing and performance seen during the last inspection.
125. By the end of Year 2, most pupils can sing with good pitch and rhythm and are beginning to be able to talk about the mood and emotions conveyed by a piece of music. They can clap the beats of a song and are beginning to understand some aspects of conventional notation, for example, rests. They can follow the teacher's signals to start, stop and keep time. They can use untuned percussion instruments to accompany a piece of music when sung or played from a recording, although their technique shows insufficient experience of this. They are beginning to talk about their performance but self-evaluation is not fully developed. Pupils are beginning to build up their musical vocabulary. They have good attitudes to music and work with enjoyment and enthusiasm.
126. Teaching is satisfactory. Teachers do not have extensive specialist knowledge and they are not all fully confident in teaching music. However, they strive to make lessons enjoyable for the pupils and use the scheme of work and the equipment effectively. Opportunities are missed to reinforce musical language, for example, ensuring that all pupils know the names of all the instruments presented. Subject knowledge needs to be further developed in the school, either through in-service training, or through access to specialist staff, to support teaching, planning and assessment. Because teachers' knowledge is basic, pupils do not always achieve the higher levels of attainment.
127. The scheme of work adopted by the school since the last inspection represents a satisfactory improvement in planning and offers a sound basis for full coverage of the National Curriculum in music. However, while an adequate percentage of lesson time is allocated to music, the bias is heavily in favour of singing, with one 30 minute music lesson and one singing session each week. Because of this, the different elements of music, including composition, recording and evaluation,

are under-developed. In lessons observed, some elements were omitted or not completed due to lack of time.

128. Co-ordination of music by the headteacher is satisfactory. Pupils and staff have access to a range of good resources. Music is embedded in the life of the school, featuring in lessons where it supports the curriculum, (as in counting songs) and in assemblies. It is one of the subject's strengths that pupils have good access to music from many different cultures. There are visits from the Mozart Players and from African drum groups. However, there is no school choir and no opportunity for children to learn to play tuned instruments.

PHYSICAL EDUCATION

129. Standards at the end of Year 2 are in line with expected levels. This is the same picture as at the time of the last inspection.
130. By the end of Year 2, pupils are able to move appropriately to pre-recorded music, interpreting its moods and putting together a series of dramatic actions to be "like snakes". They are able to twist, curl and change shape appropriately. They are learning how to control balls using their hands and feet. They have a secure understanding of the importance of "warming-up" and "cooling down" and the effect of exercise on their bodies.
131. The quality of teaching is satisfactory. In the best lessons, the lessons begin purposefully and the pupils know clearly what is expected of them because the teacher sets a good example of what to aim for. The teacher is very mindful of and quick to ensure that all pupils are fully involved in the lesson and boys and girls have equal turns in the activities. Pupils with special educational needs are very effectively supported by their helpers and other pupils and play an active part in the lessons. For example, in one lesson a pupil with severe physical disabilities took part enthusiastically, with the help of a partner, in a warm up game. Subsequently, the pupil worked hard in a suitably modified version of the activities other pupils were attempting. The teachers have a good understanding of the skills required and enthusiastically coach individual pupils as they are working, so that they are aware of the need to "use both feet". Pupils are warmly praised when they achieve well and are given appropriate opportunities to demonstrate their efforts to others. Pupils try hard to succeed. They work sensibly and co-operatively with each other and wish to please their teachers.
132. Where teaching is satisfactory overall but has some shortcomings, the teachers miss opportunities to raise standards further, for example, by demonstrating clearly what pupils should aim to achieve in making a particular shape. The teachers are too ready to accept a half-hearted rather than a whole-hearted effort. In some lessons the pace of learning is not as high as it could be because the teachers do not challenge pupils enough to improve upon what they can already do - for example, by expecting pupils to pass the ball accurately and quickly in a shorter space of time.
133. The co-ordinator is well qualified and has worked hard since her recent appointment to carry out a careful review of the resources and equipment available for this subject. Arrangements are being made to expand the range of activities available- for example, through Kwik Cricket, Top Sports and Top Dance. However, currently there are no outdoor school sport clubs or activities and there are no opportunities for the co-ordinator to visit classes on a planned basis to see how successfully recently updated plans for teaching and learning are affecting how teachers teach and pupils learn. There are no plans for the co-ordinator to utilise her particular skills and experience to help teachers teach the subject well.

RELIGIOUS EDUCATION

134. Overall attainment at the end of Year 2 is above the requirements of the very comprehensive Locally Agreed Syllabus for Religious Education. The subject has maintained its strengths since the last inspection. Pupils' knowledge of the four most frequent religions at the school, Sikhism, Islam, Hinduism and Christianity is particularly strong for their age, irrespective of whether it is their own religion or not. Their knowledge of Judaism, Buddhism and humanism is less well

developed although good for their age group, for example a Hindu girl who was interviewed volunteered an explanation of humanist views of life after death, as well as those of her own religion.

135. Pupils recall various parables of Jesus, for example the Good Shepherd, the Sower and the Good Samaritan and are usually able to draw an appropriate moral. They learn the Christmas story and write about Easter and their understanding of new life and talk about the festival of Holi. They talk or write about special times in each other's religions such as Ede, Baisakhi, Divali and the story of Rama and Sita. In Year 1 pupils write about belonging, for example to their family, and learn the names and symbols of their places of worship. They make good progress; for example, by Year 2 some pupils do independent research about a range of different mosques.
136. Pupils list the distinctive Five Ks of Sikhism and can explain that while many Moslems come from eastern countries some Moslems are white.
137. When asked about what religions have in common, they give appropriate ideas such as that God wants us all to care for each other. When asked why they should behave and the difference between right and wrong, they give answers in terms of the effect of their behaviour on others, what God wants and the likely return of kindness before they mention punishment.
138. The quality of teaching ranges from satisfactory to excellent and is good overall. In the excellent lesson, the teacher created a powerful atmosphere in which pupils were engaged in contemplating the diversity of life and their own differences and appreciating them with wonder. This linked well with the theme of diversity in assemblies during inspection week. The teaching fostered mutual respect and trust and very good attitudes. Teachers usually foster good attitudes by linking stories to the "Golden Rules" for behaviour posted in each classroom so that children can work out the practical implications of the stories, which they hear. Teachers use effective recap techniques to anchor the stories in the pupils' memory, such as getting pupils to retell parts themselves, giving them opportunities to discuss the stories independently, questioning them effectively and following up on their responses. When a boy, for example, mentioned saying a prayer after taking Holy Communion, the teacher asked other pupils to talk about when they said prayers or had periods of reflection.
139. The range of resources is good and these are used well in a range of displays and in some lessons. The teaching of many religious education lessons in the last session of the school day demands a very expressive manner of delivery to hold most children's attention. While teachers succeed in doing this for the majority of the time, it is not a feature of the less effective lessons.
140. The co-ordinator has a good level of knowledge of her subject and has rightly prioritised the need to increase teachers' knowledge about the beliefs that are less well represented among the school's pupils. The recently revised materials and guidance provided by the Locally Agreed Syllabus are being used for this. However, the co-ordinator has no planned opportunities to visit classes to look at the quality of teaching and learning taking place.