

# **INSPECTION REPORT**

## **ALEXANDRA JUNIOR SCHOOL**

Denbigh Road, Hounslow

Middlesex

LEA area: Hounslow

Unique reference number: 102468

Headteacher: Mrs Heather Sullivan

Reporting inspector: Mrs. P. M. White  
23686

Dates of inspection: May 27 – 30 2002

Inspection number: 195282

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Junior
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
School address:	Denbigh Road, Hounslow, Middlesex
Postcode:	TW3 4DU
Telephone number:	0208 570 6826
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Appropriate authority:	The Governing Body
Name of chair of governors:	Dr. Manjit Hunjan
Date of previous inspection:	June 9 <sup>th</sup> 1997

### INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23686	Mrs. P. M. White	Registered inspector	Mathematics, history, English as an additional language	The school's results and achievements. How well are the pupils taught? How well is the school led and managed? What should the school do to improve further?
9446	Mrs. H. Griffiths	Lay inspector		Pupils' attitudes, values and personal development. Attendance How well does the school care for its pupils? How well does the school work in partnership with parents?
21074	Mr. K. Williams	Team inspector	English, ICT, geography	Assessment
21398	Mr. T. Gill	Team inspector	Science, design technology, physical education, equal opportunities	How good are curriculum and other opportunities offered to the pupils?
22416	Miss C. Haslam	Team inspector	Art, music, religious education, special educational needs	The pupils' spiritual, moral, social and cultural development

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

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Alexandra Junior School is a popular school in Hounslow. With 343 pupils in twelve classes, it is larger than most primary schools. Over the past three years, the number of pupils on roll has increased and the nature of the school's intake has changed. There has been a significant rise in the number of pupils who join or leave the school other than at the normal time. In the eight months prior to the inspection 64 pupils joined the school and 36 left. Many of these pupils have limited skills in spoken English and a significant proportion of them have had no previous school experience. The majority of the pupils (86.5%) are learning English as an additional language. Over one fifth of the pupils (23.3%) are at an early stage of becoming bilingual. There are 32 home languages represented throughout the school with the main ones being Panjabi, Urdu, Gujarati, Hindi, Somali and Arabic. The attainment of the pupils when they start at the school covers a wide range but is generally below average. Twenty-five per cent of the pupils are entitled to free school meals, which is above the national average. Seventy-eight pupils (23%) are on the school's register of special educational needs, which is broadly average. Two pupils have a Statement of Special Educational Needs. In common with many schools within the borough of Hounslow, the school has difficulties with the recruitment and retention of teachers. The school has seen a high turnover of staff within the past 18 months and at the time of the inspection, 13 of the 16 teachers had been at the school for one year or less. The school has recently become part of a mini Education Action Zone of nine schools within the borough.

### **HOW GOOD THE SCHOOL IS**

This is an effective school with many strengths. Through good leadership, good teaching and a caring and supportive environment, it enables the pupils to achieve well and make good progress. The school is particularly effective in meeting the needs of the number of pupils who join and leave the school during the year and all those who are learning English as an additional language. The school provides good value for money.

#### **What the school does well**

- The teaching is good and this allows the pupils to achieve well and to make good progress.
- The headteacher provides good and effective leadership. She is well supported by the deputy headteacher, staff and the chair of governors.
- The school's provision for pupils who are learning to become bi-lingual and those who have special educational needs is very good.
- The school makes good use of support staff. The contribution made by the Hounslow Language Service has a positive impact on the good and very good progress made by pupils who are new to the school and who are at an early stage of learning English.
- There is a high level of racial harmony within the school. Relationships at all levels are very strong and the pupils show great respect for each other's feelings, values and beliefs.
- The school provides a good level of care for all pupils. Behaviour is very good and there is a positive working atmosphere throughout the school.
- The quality and range of learning opportunities is good with a very good range of extra-curricular activities.
- The school has very good links with parents and with the local community.

#### **What could be improved**

- Standards in design technology and aspects of English, mathematics, science and information and communication technology (ICT) could be higher
- The use of marking and the information from daily assessments to help plan the next steps in learning and to tell the pupils how they can improve

- The standards of neatness and presentation

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997. Since that time the nature of the school's intake has changed significantly and there has been a high turnover of staff. This has provided a challenging climate for the school in which to continue to improve. Nonetheless some good progress has been made in addressing the key issues of the previous inspection. The school improvement plan is now a very useful and detailed document and the leadership provided by key staff is good. Good improvements have been made in the teaching and learning of ICT but more needs to be done to ensure that the use of ICT is included in all curriculum subjects. There has also been improved planning and some staff training in design technology but this has yet to become effective. The headteacher, staff and the chair of governors work very well together and show a strong commitment to improving the school's performance. In spite of the changes in the school's context and the high turnover of staff the school's good leadership and management leave it well placed to continue to improve and develop further.

## STANDARDS

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

Performance in:	compared with			
	All schools			similar schools
	1999	2000	2001	2001
English	D	D	E	D
Mathematics	C	E	C	B
Science	C	D	E	D

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

These results relate to pupils who took the tests last year and they show that standards in English and science were well below average and in mathematics standards were average. When compared with similar schools, standards in English and science were below average and in mathematics they were above average. Over three years the school's trend in improvement is below the national trend and in 2001 the school narrowly missed reaching its targets. The high number of pupils who are at an early stage of learning English and the significant increase in the number of pupils who join and leave the school throughout the year should be taken into account when interpreting these results. These are factors that can adversely affect the school's results year-on-year and mask the good progress that the majority of the pupils make.

The findings of the inspection are that by the time the pupils are eleven, standards in English, mathematics and science are broadly average. Inspection evidence further confirms that, as a result of the good teaching they receive, pupils of all abilities make good progress and achieve well in relation to their prior attainment. The school's own data analysis has highlighted differences in attainment between some ethnic groups as well as between girls and boys and it is currently striving to address these.

The school has been successful in maintaining standards in English due mainly to the focus on helping the pupils to become proficient in spoken English as soon as possible. There has also been an emphasis on improving the pupils' writing although, given the stage of English acquisition of many of the pupils,

attainment is lower in this aspect of English. The pupils have sound reading skills and by Year 6 they have developed an enthusiasm for reading and read fluently and independently.

Standards in mathematics are more secure with almost a quarter of the pupils attaining at the higher levels of level 5 and level 6. This is mainly because the pupils are well taught in ability groups and the more able pupils are encouraged to attend a Saturday morning class which extends their learning further. The pupils have a good understanding of place value and they can add, subtract, multiply and divide. However, a significant minority of the pupils do not have swift and instant recall of the number facts and tables and this hinders their ability to compute quickly. In science, the Year 6 pupils have a good understanding of plants and life cycles. They can also explain how an electrical circuit works. The pupils are able to present their findings in a variety of ways including graphs, charts and diagrams. But in both mathematics and science there are too few opportunities for the pupils to engage in independent investigations and experiments. Standards in ITC have shown good improvement since the last inspection and they are now in line with those expected nationally. This improvement is the direct result of the high priority given to developing the subject and in purchasing more computers. The need to provide opportunities for the pupils to use ICT to support their learning in other subjects is an area for development. Standards in design technology remain below average. This is because there is a lack of teacher expertise and the pupils are not taught the required skills of the subject in a systematic and progressive way. In all the other subjects, standards are in line with those expected nationally. Those pupils in the early stages of learning English and those who have special educational needs are very well supported by teachers and classroom assistants and they make good progress.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Good. The pupils are keen to come to school. They work hard and concentrate well
Behaviour, in and out of classrooms	Very good. The pupils are courteous to each other and to adults. The school is a calm, orderly community.
Personal development and relationships	Very good. The pupils respect each other's beliefs and feelings. There is a high degree of racial harmony.
Attendance	Unsatisfactory. The level of unauthorised absence is very high.

The pupils work and play very well together and there is an impressive degree of racial harmony throughout the school.

### **TEACHING AND LEARNING**

<b>Teaching of pupils in:</b>	<b>Years 3-6</b>
Quality of teaching	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*

During the inspection the overall quality of the teaching was good with a proportion of very good and excellent teaching. There was one unsatisfactory lesson. The quality of the teaching is better than at the time of the last inspection and the amount of very good and excellent teaching has improved significantly. Very good teaching was observed across the school and particularly by the teachers from the Hounslow language service where the teaching was consistently very good. The teaching of literacy and numeracy is good and this makes a significant contribution to the good progress the pupils make. All the teachers make very good use of questions and paired discussion to help the pupils crystallise their ideas and extend their learning. A weakness in the teaching is that the teachers'

expectations of the neatness and the quality of the pupils' finished work are not high enough. Those pupils with special educational needs and those who learn English as an additional language are very well taught.

### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	Good overall. The work in English, mathematics and science and most other curriculum subjects is well planned but more could be done to improve the range and quality of learning in design technology.
Provision for pupils with special educational needs	Very good. All staff work well together to plan work to meet the pupils' specific needs and this allows them to make good progress.
Provision for pupils with English as an additional language	Very good. The pupils are assessed early and the teachers provide very good support, resources and activities to improve their spoken language skills. This is the key to the good and very good progress that the pupils make.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The school's provision for the pupils' moral and social development is very good. The excellent account that is taken of the cultural heritage of both pupils and staff makes a positive contribution to the school's caring ethos and the high level of racial harmony.
How well the school cares for its pupils	Good. The pupils are part of a caring community where all staff are sensitive to their needs.

The school has very good links with the parents and the wider community and it provides a very good range of extra-curricular activities that enrich and support their learning. The school's assessment procedures are thorough but the information from day-to-day assessments is not used consistently and systematically to plan further work and to move the pupils' learning forward. Similarly, the marking of the pupils' work does not show them how they can improve.

### **HOW WELL THE SCHOOL IS LED AND MANAGED**

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	Good. The headteacher and key staff provide effective leadership that enables the school to respond positively to its changing circumstances. There is a good team spirit and a shared commitment to raising standards.
How well the governors fulfil their responsibilities	Good. The governors, under the strong leadership of the chair, are well organised to carry out their statutory responsibilities. They have a good understanding of the school's strengths and weaknesses.
The school's evaluation of its performance	Good. The headteacher and the deputy carry out detailed analyses of test results and they have a good knowledge of the strengths and areas for development and the challenges the school faces in the drive to raise standards.
The strategic use of	Very good. The school has very good procedures for allocating

resources	expenditure according to its agreed educational priorities. It makes very good use of all available funds in order to support and improve learning. The school is committed to obtaining the best value for money for its goods and services.
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The school is well led and managed. The headteacher displays a strong personal commitment to enabling all staff to work together to bring about improvements and the structure of the school management reflects this. The school's aims are widely displayed and they form an integral part of the teaching, learning and daily life of the school. The accommodation is very good and the school is generally well resourced. Staff, including support staff are used very well. Staff who are new to the school are very well supported.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• The teaching is good and the school is well led and managed</li> <li>• Their children are making good progress and are encouraged to work hard.</li> <li>• Their children like school.</li> <li>• The good standards of behaviour</li> <li>• The way the school works closely with parents</li> <li>• They are comfortable about approaching the school with problems.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework provided by the school</li> </ul>

Inspectors agree with all the parents' positive views. Inspectors found that the school provides an adequate amount of homework but they agree that in a minority of classes, homework is not always given or marked consistently.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. The results of the 2001 National Curriculum tests show that by the age of eleven standards in mathematics are average and in English and science they are well below the national average. These standards are not as high as they were at the time of the last inspection and over the past three years the school's improvement has been below the national trend. This is because, over this time, the nature of the school's intake of pupils has changed. There has been a significant rise in the number of pupils who join or leave the school other than at the normal time. Many of these pupils have limited skills in spoken English and a significant proportion of them have had no previous experience of school. Together with a high turnover of staff this has meant that the school has faced challenging circumstances in which to maintain and improve standards of attainment. Consequently, standards in several subjects are not as high as they were. The school narrowly missed its targets in English and mathematics in 2001.
2. The findings of the inspection are that for the pupils who are currently in Year 6, standards in English, mathematics and science are broadly average. This is an improvement on the previous year's performance. Inspection evidence further confirms that, as a result of the good teaching they receive, pupils of all abilities make good progress and achieve well in relation to their prior attainment. The school's own data analysis has highlighted differences in attainment between some ethnic groups as well as between girls and boys and it is currently striving to address these.
3. In English, most pupils are making good progress in speaking and listening and standards are average. By the end of Year 6, many of the pupils can provide thoughtful and perceptive answers in response to questions about their work and across the school, the good use made of discussion partners helps to clarify and extend the pupils' understanding of what others are saying. This contributes to the good progress made by the pupils. The pupils attain average standards in reading and almost all of them make good progress. This is due in no small part to the example set by teachers who read aloud enthusiastically, communicating their own pleasure in reading whilst underlining the importance of reading as a key skill in learning. All the pupils are taught how to sound out words and they do this successfully but occasionally, the pupils are not familiar with the meaning of some of the words or expressions they read and this affects their understanding of the text. By Year 6, the higher attaining pupils are independent readers who can talk confidently about their favourite authors.
4. The school is working with a local beacon school in order to improve the standard of the pupils' writing but at the time of the inspection it was too early to judge the impact of this work. Attainment in writing is average and by the time they are eleven, most pupils have made good progress and are able to write correctly punctuated work in a legible and joined style. The pupils learn how to write in a variety of styles and for different purposes, although there are limited examples of the pupils writing at length. Other subjects make a satisfactory contribution to the development of the pupils' writing skills with opportunities to write in subjects such as science, history and geography. Written work on display around the school is generally well presented but this neat quality of handwriting and presentation is not seen in the scrutiny of the pupils' books; many of which are untidy. Spelling is taught systematically, tested regularly and most pupils are able to use dictionaries confidently.

5. In mathematics, the pupils attain average standards overall and generally make good progress. A significant minority of the more able pupils make very good progress and this allows them to achieve at the higher levels (level 5 and level 6). By the time they leave the school, the majority of pupils have a good understanding of the value of numbers. They can add, subtract, multiply and divide and have a good understanding of the relationship between fractions, decimals and percentages. They count and calculate accurately but some pupils do not have swift and instant recall of all the number facts and tables and this can hinder their ability to compute quickly. The majority of the pupils can represent data in the form of graphs and charts but too little use is made of information and communication technology (ICT) to support the pupils' work in this and other aspects of work in mathematics. There is also a need for the pupils to extend their learning by carrying out their own practical, investigative activities.
6. In science, the pupils attain average standards and the majority make good progress. By the time they are eleven, the pupils have a good understanding of plants and the conditions that are needed to ensure growth. They further show a sound understanding of life cycles. They also know about electricity and can explain how an electrical circuit is made. They are able to make predictions and show a good understanding of the importance of a fair test when carrying out investigations. In order for standards of attainment to rise further there needs to be more opportunities for all pupils, but particularly the more able, to follow individual lines of enquiry and to develop their own experiments.
7. Standards in information technology are average by the time the pupils leave the school and they make good progress in relation to their prior attainment. The improvements made since the last inspection are a direct result of the high priority given to staff training in the subject as well as the significant improvement in the provision of computers. The required skills are taught progressively so that by the time they are eleven, the pupils are confident in using the keyboard and mouse and they know how to save, retrieve and print their work. The pupils also learn to use the Internet to gather information and to send and receive e-mails. The school does not yet provide sufficient opportunities for the pupils to use and apply their ICT skills in other curriculum subjects that would help to raise standards even further. In religious education, the pupils reach the expectations of the locally agreed syllabus by the age of eleven. In design technology standards are unsatisfactory, because the required skills are not taught progressively year-on-year. In all other subjects the pupils attain the standards expected for their age and they make good progress.
8. The pupils with special educational needs and those who are learning to become bi-lingual make good and frequently very good progress in relation to their prior attainment. This is as a result of the good and very good teaching and support they receive. Language teachers and learning support assistants work and plan closely with class teachers to ensure the pupils' learning needs are met. The pupils who have special educational needs have individual education plans that contain small, achievable targets for improvement and these are reviewed regularly. The language needs of the pupils who are learning to speak English are constantly monitored so that appropriate levels of help, support and resources can be provided in order for them to access the curriculum.

## **Pupils' attitudes, values and personal development**

9. The pupils' behaviour and personal development are very good and throughout the school their attitudes to learning are good. This is an improvement on the findings of the last inspection. Parents who responded to the questionnaire felt very strongly that behaviour was good and that the school was helping their children to become mature and responsible.
10. The pupils are keen to come to school and the majority arrive on time. The many pupils who are new to the school settle down very quickly and are keen to contribute in lessons. Most pupils concentrate well, are well motivated and work hard. They are keen to share ideas and work very well together in groups. For example, in a Year 6 literacy lesson, the pupils asked searching questions and their discussions were thoughtful and detailed. Occasionally, if the lessons or the teachers' explanations are too long, some pupils become restless and in some classes they are distracted by noise from adjacent areas and this affects their concentration.
11. In lessons, assemblies and when the pupils are moving about the school their behaviour is very good. The teachers manage the pupils well and use praise very effectively to reinforce good behaviour. For their part, the pupils know what is expected of them and respond very well. All the pupils know the school rules and understand the system of rewards and sanctions. There is no evidence of bullying, but in discussions with both the pupils and parents, they are confident that any instances will be dealt with fairly and swiftly. Relationships across the school are very good. The high level of racial harmony within the school is impressive. The pupils are sensitive to each other's feelings and beliefs and they work and play very well together. In discussions, the Year 6 pupils stated very strongly that the pupils respected one another's beliefs and cultures and that boys and girls of all ages and backgrounds mix and play well together.
12. All the pupils are keen to take responsibility. For example, all the pupils are eligible to be members of the school council, and the Year 5 pupils act as 'buddies' to the new Year 3 pupils, sending letters and photographs to the Infants school before the new year starts. They also apply for jobs around the school by responding to advertisements for such roles as caring for the plants and being responsible for general school tidiness. All the pupils play their part in supporting those who arrive during the year, especially those with little or no spoken English.
13. Despite the school's best efforts and taking appropriate action, attendance figures are below the national average and unauthorised absence is very high. This is due mainly to a small minority of families whose attendance record is poor and some parents who take their children on extended holidays during term time. Additionally, the transient nature of many of the pupils means that the school is often slow to learn that they have moved away and they consequently remain on the school's roll. In the current academic year there have been 3 fixed term exclusions. In each case the correct and proper procedures were followed.

## **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

14. Overall the quality of teaching is good. During the inspection the teaching was good, very good or excellent in 40 of the 69 lessons observed. In four lessons the quality of the teaching was excellent. There was one lesson where the teaching was unsatisfactory. The quality of the teaching is better than at the time of the last inspection with a significant improvement in the proportion of very good and excellent teaching. Very good teaching was observed across the

school and particularly by the teachers from the Hounslow language service where the teaching was consistently very good. The excellent teaching was in a Year 4 class. The overall good quality of teaching that the pupils currently receive makes a significant contribution to the good progress they make and this includes those pupils with special educational needs and those who learn English as an additional language.

15. The teaching of English and mathematics is good with some significant strengths. In science it is generally good. The planning, management and delivery of literacy and numeracy are very effective. The teachers set clear targets for all the pupils and are successfully working to improve standards of attainment in writing. The encouragement to express ideas and to justify opinions is a good feature of the school's work both in literacy and in other subjects of the curriculum. This positively contributes to the good and very good progress the pupils make in speaking and listening and is of significant help and support to those pupils who are learning to become bi-lingual. Throughout the school, the teaching of numeracy is good. The teaching in information and communication technology, geography, history, music, physical education and religious education is also good. The quality of teaching in design technology and art is satisfactory.
16. The pupils who are learning English as an additional language receive very good teaching and support from teachers and classroom assistants either during the whole class session or as part of small withdrawal groups. The group teaching is particularly effective for those who are at a very early stage of English language acquisition. For example, in a very good session with 5 of the older pupils the teacher used constant repetition and reinforcement coupled with active pupil involvement in order to help them understand the word level work of the literacy lesson. Good hand and body actions helped them all to know and understand 'tall', 'taller' and 'tallest' by the end of the session. The pupils with special educational needs are well taught. The class teachers and the classroom assistants plan and work well together. The teachers have a good knowledge of the pupils' needs and set tasks that ensure that their individual and group learning targets are met. The most able pupils are also well supported with extension activities during lessons and the opportunity for them to attend additional mathematics classes on Saturdays.
17. Across the school, the most successful teaching is characterised by lessons that are very carefully planned and organised to meet the needs of pupils of all abilities. It is made quite clear to the pupils what it is they are to learn. In the Literacy and Numeracy sessions the pupils' progress towards the key learning targets is referred to frequently. The teachers are confident and have a secure knowledge and understanding of their subject. They know and manage the pupils well and enjoy very good relationships with them. In the very best lessons, the teachers have very high expectations of what the pupils can achieve. A particular strength of the teaching is the way that all the teachers use paired discussion so that the pupils can share their ideas and conclusions. This works very successfully. Almost all of the teachers use questions effectively to make the pupils think and to guide them towards solutions to problems. In an excellent Year 4 geography lesson with the pupils in role as opponents of a new supermarket project, questions such as, 'How do you feel about...?' and 'What do you think...?' extended the pupils' learning by making them consider their reasons and explanations more deeply.
18. All the teachers value the pupils' efforts and they are very successful in including all the group members in introductory and plenary discussions. They also move amongst groups as they

work making informal assessments and intervening skilfully in order to maximise all learning opportunities so that the pupils succeed in their tasks. In all lessons, additional teachers and the classroom assistants are well deployed and provide very effective help to individuals and to groups of pupils.

19. In the unsatisfactory lesson and in other instances where the teaching is less successful, the teachers miss opportunities to extend learning through deeper questioning and teacher input to specific groups of pupils is limited. The teachers' expectations of what the pupils can achieve are not high enough and the tasks are not well matched to suit the range of ability within the class. Additionally, the plenary session does not help the pupils to review and share their learning.
20. The quality of marking across the school is variable and the teachers' expectations of the quality and the quantity of finished work are inconsistent. Although a few teachers provide good oral feedback during the course of lessons, written comments on the pupils' work rarely help them with ways to improve their performance. Furthermore, there is little evidence that information from day-to-day assessments is used regularly by teachers to plan further work for the pupils.
21. The use of information technology to support learning across the range of subjects is not well used by teachers although inspection evidence suggests that progress will be made in this aspect of teaching. Homework is used effectively to extend the work done in class. Reading books are taken home on a regular basis and the pupils in many classes are asked to learn key spelling words, mathematical facts and tables and to research facts for topic work.

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

22. The school takes excellent account of the cultural heritage of both staff and pupils and this is reflected in the curriculum which provides all of the pupils with a good range of opportunities for learning. The curriculum is broad and includes all the subjects of the National Curriculum and religious education. There is a well-structured programme for personal, health and social education that includes elements of citizenship, sex education and drugs awareness. The school has good strategies for teaching literacy and numeracy and in both subjects teaching and learning are well planned and organised. The teachers plan using nationally produced guidelines and they work co-operatively to provide a good range of learning activities. The exception to this is in design and technology where, although some improvements have been made since the last inspection, standards remain below average. This is largely because there is some lack of teacher expertise. This means that the required skills are not planned for and taught progressively. In mathematics and science there are not always sufficient planned opportunities for the pupils to follow their own lines of enquiry when carrying out investigations or experiments.
23. The provision for the pupils who are learning to become bi-lingual and those with special educational needs is very good. These pupils benefit from a curriculum that is well designed to meet their individual needs and means that all pupils, including those who are most able, have full access to the school's curriculum as well as additional learning opportunities such as a Saturday mathematics school. Good procedures are in place for the identification of pupils with special educational needs. Individual education plans are well written with clear targets for achievement. The pupils are involved in drawing up their plans and parents are

encouraged to support their children in working towards their targets. The curriculum for the bi-lingual pupils and those with special educational needs is further enhanced through the provision of good quality resources that are used well in class and in withdrawal groups.

24. The school provides a very good range of extra curricular activities for the pupils that not only enriches their learning and reflects the cultural diversity of the school community but also makes a good contribution to their personal and social development. Activities include French, yoga, African drumming and Bhangra dancing. Educational day and residential visits also extend the pupils' learning within the local community and beyond. For example, visits to the British Museum, Hampton Court, Dulwich art gallery and a residential visit for the Year 6 pupils. There is also a school council that meets regularly and enables the pupils to be actively involved in the life of the school. The school's very good links with the local and wider community are used well to enrich the pupils' learning. For example, during the inspection a local Rabbi talked to Year 6 pupils about the Jewish faith. Through links with 'The Countryside Commission,' Syon Park is becoming an increasingly important local resource for the school. The school is well used by local faith and language groups. The admission of the pupils from the infants school is very well organised and arrangements for the transfer of the pupils to the next stage of education are also good.
25. The overall provision that the school makes for the pupils' spiritual, moral, social and cultural development is good. The provision for the pupils' spiritual development is satisfactory overall. Assemblies provide opportunities for pupils to reflect on and be inspired by the world around them. For example, the pupils are amazed when they learn how a poisonous plant such as the foxglove can also be used to save lives. There are limited but valuable opportunities for spiritual development through the curriculum. In a Religious Education lesson, the Year 3 pupils showed very good insights into how people remember those who have died or who have left their lives. In a numeracy lesson, the Year 3 pupils were excited when using a mirror to discover lines of reflective symmetry.
26. The school's provision for the pupils' moral development is very good. They have a very clear understanding of what is right and wrong and have well-established values. The school has a strong commitment to promoting a sense of community and the level of racial harmony within the school is impressive. The school council makes a very good contribution in this area with pupils from all year groups making perceptive and informed comments in meetings. There is a clear and well-established code of conduct, which is reinforced consistently and positively throughout the school with the result that the pupils are very well behaved. The pupils are courteous and well mannered and they show respect for all members of the school community. The pupils are confident and enjoy taking responsibility, for example in having key tasks in their classrooms or in managing the overhead projector and CD player in assemblies.
27. There is very good provision for the pupils' social development. The pupils co-operate well in lessons and they listen well to each other when they engage in partner and group discussion on a regular basis. They are very supportive of each other during group activities and are keen to take part in the extra-curricular clubs that the school has to offer. The development of the pupils' social skills is emphasised in the playground through a system of 'buddies' who befriend pupils new to the school or those who are lonely. The pupils are expected to take responsibility for aspects of their own learning and they do this with increasing confidence. However, there are limited opportunities for pupils to engage in independent research and

investigative activities, for example in mathematics and science and aspects of history and geography.

28. Provision for the pupils' cultural development is good and has improved since the last inspection. The school demonstrates clearly that it values the diversity of both the school and the local community. Displays around the school represent the work of pupils taking pride in "Me, my life, my culture". There are many opportunities throughout the curriculum for pupils to learn about the contributions of people from a wide range of backgrounds and traditions. Displays based on people who inspire us are from a range of cultural backgrounds, for example Nelson Mandela and Mahatma Gandhi. In art the pupils consider the work of artists from around the world and the music in assemblies reflects various traditions and cultures. Work in some literacy lessons focuses on identifying cultural differences in texts. For example, using the story of Grandpa Chatterji. A regular African drumming session takes place that is targeted at African and Caribbean pupils as a celebration of their cultural heritage. The rich variety of languages spoken in the school is celebrated in posters identifying pupils and staff who are able to speak other languages and expressing this ability as an achievement

### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

29. The school provides a good overall standard of care and it has effective procedures for promoting the health, safety and welfare of all its pupils. It has a warm and caring atmosphere, so that the pupils are happy to come to school. This is a similar picture to that found at the last inspection.
30. Child protection procedures are fully in place and are shared effectively with all staff. There are clear policies to ensure the health and safety of all who work in the school and almost all of the teaching and non-teaching staff have undertaken first aid training. All accidents are carefully recorded and pupils who are unwell are dealt with capably and sensitively. The school's behaviour and anti-bullying policies and procedures are very good. The school regularly runs surveys on bullying, where the pupils are asked not only whether they have been bullied but also how they would improve matters. Racial harmony is actively and very successfully promoted through assemblies and circle time. All of the staff have high expectations of the pupils' behaviour and they respond accordingly. The pupils also respond very well to the school's reward systems and are proud to achieve certificates, stickers and awards. Both teaching and non-teaching staff provide very good role models of courtesy and fairness.
31. The school's procedures for monitoring and supporting the pupils' personal development are very good. New pupils to the school and those pupils who are considered to be more vulnerable are monitored especially carefully. All the pupils have personal development targets, which are reviewed with teachers during assessment weeks. The pupils discuss their annual reports with teachers and write their own evaluations.
32. There are thorough procedures for assessing and recording the pupils' attainment and progress as they pass through the school. The assessment co-ordinator supports subject leaders in their analysis of statutory and optional test results and any patterns in the performance of different groups of pupils are carefully tracked. This information is well used to set long term targets for cohorts of pupils; for example, to improve the achievement of boys in English. There are useful end of term and end of year assessments in the core subjects as well as some collections of assessed work. However, the way the school uses the information

from assessments needs refining and sharpening so that all staff, including those new to the school, know what needs to be done at classroom level in order to bring about improvements. For example, the teachers' day-to-day assessments of the pupils' attainment and progress are variable in quality and the information is not used systematically by all teachers to plan the next steps in learning for pupils of all levels of attainment. Work is marked conscientiously, and the marking usually contains an assessment made against the intended learning outcome with some good use made of praise and encouragement. However, there is insufficient emphasis on making suggestions as to how the pupils might improve their work.

33. The school carries out regular assessments of the pupils with special educational needs and there are very good procedures for assessing the language needs of those pupils who join the school with little or no spoken English. The two special needs co-ordinators and the staff of the Hounslow Language Service work very well together and have built up a range of tests and resources to identify and support the needs of pupils on entry to the school. The very good assessment procedures and the way in which these pupils are tracked and monitored are key to the good and very good progress that the pupils make.

### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

34. The parents who responded to the questionnaire or attended the meeting were very appreciative of the school and all that it does for their children. All felt that their children liked school. A very high proportion felt that their children were well behaved, were making good progress and were encouraged to work hard. They felt that the school worked closely with parents, that teaching was good and that the school was well led and managed. They are comfortable about approaching the school with problems. In their replies to the questionnaire, some parents expressed dissatisfaction with the quantity of homework, although the parents who attended the meeting felt the amount was about right. However, they did feel that homework was not always consistently given or marked. Inspection findings support the view that the quantity of homework given is generally appropriate. Inspectors also agree that in some classes, homework has not always been given or marked consistently.
35. Information for parents about what the year groups will be learning is provided each term and newsletters are frequent and friendly in tone. Homework diaries are a comparatively new initiative and are not yet fully used by parents as a means of dialogue between school and home. There are ample opportunities for parents to meet with staff throughout the year to discuss their children's academic progress as well as any problems or concerns. The school provides crèche facilities and an interpreter service to ensure that all parents have access to these meetings. The school's annual pupil reports are clear and provide good information on how well the pupils are doing as well as how they can improve. In its drive to ensure full communication with parents the school has run surveys on for example, how transfer from the infants school can be further improved. The school also holds "Keeping up with the Children" courses and a Somali parents' support group to ensure and maintain its very good links with parents.
36. A small number of parents help regularly in the school, together with friends and volunteers from the local community. The Summer Fair committee works in conjunction with the Infants school and raises valuable funds for both schools.

### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

37. The school is well led and managed by the headteacher who is well supported by the deputy head, staff and the chair of governors. Their leadership gives a clear direction to the work of the school. The majority of parents who responded to the questionnaire support this judgement. The school's aims are widely displayed and they form an integral part of the teaching, learning and daily life of the school.
38. Since the last inspection in 1997, the nature of the school's intake has changed significantly. There are a high number of pupils who join or leave the school in mid-term. Many of the newly arrived pupils are at a very early stage of learning to speak English and some have had little previous schooling. Additionally the school experiences a high turnover of staff and maintaining and improving standards in this climate has been a very challenging task and one that has been managed very well. The headteacher displays a strong personal commitment to enabling all staff to work together to bring about improvements and the structure of the school management reflects this. The school management system has been revised in response to a key issue of the previous inspection and the leadership of staff with management responsibilities is now good. The effectiveness of the management team has the potential to become very good once recently appointed staff become more established within their roles.
39. The school is constantly evaluating and reviewing its work in order to find ways to improve standards and the quality of teaching. The headteacher and all staff work well together for the benefit of the pupils and this teamwork has a positive impact on the overall good quality of education provided by the school. All the staff share a monitoring role but the way in which the information from monitoring and assessments is used to secure improvements is not yet sufficiently focussed and rigorous. For example, through its monitoring of the pupils' work, the school has identified that there are inconsistencies in the quality of marking and presentation, but strategies for school wide improvements have yet to become effective. The school's evaluation of its own performance is good. The headteacher and the deputy evaluate standards of teaching and learning through the observation of lessons. Some co-ordinators have also worked alongside colleagues to observe teaching and learning in their subjects. As a result, the quality of teaching has improved across the school and this positively affects the good progress the pupils make. The deputy headteacher carefully analyses test and assessment results so that trends can be noted, targets can be set and appropriate action taken. For example, one of the school's current priorities is to raise the levels of attainment in writing and staff are working with a local beacon school to improve the quality of extended writing.
40. The school's results and achievements are shared at governors' meetings. Most of the governors are clear about the school's aims and targets and they fulfil their statutory duties well. They have formed committees to help them with this but there is some over reliance on the headteacher for information and in this respect, the governors' awareness of what is expected of their role in shaping the direction of the school is still developing.
41. Since the last inspection in 1997 there has been a good improvement in the usefulness of the school improvement plan. It is now a full document that is relevant to the school's needs. It outlines the school's aims and priorities along with timescales and costings for their implementation over a one to five year period. The governors and staff all take part in the development planning process so that they are aware of the priorities in each curriculum and management area. The two-year operational plan is used as a working document that is regularly evaluated and annotated as the school progresses towards its targets.

42. Standards in ICT are now better than they were at the last inspection. The successful training for staff and the new computer facilities should enable the school to build on the good improvements already made. There has been some training in order to improve the way in which design technology is taught. However, standards remain below average and further work needs to be done to increase teacher confidence and expertise and also to ensure that the required skills are taught progressively year-on-year. Similarly, although the school has been very successful in implementing pupil assessment and monitoring procedures, the use of the information needs to be more consistently and sharply focused on planning further work in order to move learning forward and raise standards.
43. The school's financial planning is very good and relates closely to the priorities identified in its school improvement plan. Effective teamwork, involving subject co-ordinators, the headteacher, the bursar and the finance committee ensures that there is a good match between the school's priorities and expenditures. There are good procedures in place to ensure that the principles of best value are applied to all significant purchases. Very good use is made of the bursar service, which is purchased by the school. Grants are well used to support developments and specific funds, such as those for special educational needs provision and for the support of pupils who are learning English, are very well managed by the school. Through a programme of staff support and training, the Hounslow Language service and the school both work together successfully to create an environment that facilitates learning a new language and full access to the National Curriculum. This contributes to the good progress made by the pupils who are at an early stage of learning English. The school has very good administrative support, which ensures that day-to-day routines are smooth and efficient.
44. Despite the very high turnover of staff since the last inspection, it is to the school's credit that there is an adequate number of teachers, whose qualifications and experience meet the needs of the curriculum. Nonetheless, of the sixteen teachers employed at the school during the inspection, only three have been in post for more than one year. There is an adequate number of support staff, both teaching and non-teaching, who provide good support for pupils with special educational needs and those for whom English is an additional language. Arrangements for the induction, appraisal and the professional development of staff are very good. Newly qualified teachers are well supported by their mentor, senior staff and team colleagues.
45. The accommodation is very good overall. The building has a good range of facilities, including the brand new community learning suite and a shared studio for music and drama. The school is clean and well maintained. The classrooms, corridors and communal areas are brightened with displays that reflect the pupils' work across all subjects. Many of the classrooms are of open plan design and this frequently has a detrimental effect on teaching and learning as noise intrudes from adjacent areas and adversely affects the pupils' concentration. The school is well resourced in all curriculum areas with the exception of music, where some instruments are in need of repair and the range of tuned instruments is limited.
46. The headteacher, staff and the chair of governors work very well together and show a strong commitment to improving the school's performance. The pupils are achieving well and they make good progress. The school is well placed to continue to improve and develop further. Taking all factors into account, the school is providing good value for money.

**WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

47. In order to improve the quality of education further, the governors, headteacher and staff should:

**1. Continue the drive to raise standards in aspects of English, mathematics and science by:**

- ensuring that there are more frequent opportunities for the pupils to write at length in literacy lessons and in other curriculum subjects
- ensuring that in mathematics and science there are more opportunities for the pupils to work independently, carry out their own investigations and follow their own lines of enquiry.

(paragraphs: 4, 5, 6, 22, 27, 51, 61, 66)

**2. Raise standards in design technology by:**

- improving the range and quality of learning opportunities for all pupils
- providing training to improve the teachers' subject knowledge and expertise
- clearly identifying the pupils' current levels of attainment and using this information to improve planning for year-on-year progression in the required skills.

(paragraphs: 7, 22, 74, 76, 77)

**3. Improve the use of information and communication technology across the curriculum by:**

- increasing the range of software available to staff and pupils
- ensuring that opportunities to use ICT are included in the teachers' planning for other curriculum subjects.

(paragraphs: 5, 7, 21, 42, 58, 67, 85, 88)

**4. Raise the quality of the teaching to the level of the best by:**

- sharing the excellent and very good practice which already exists
- ensuring that the outcomes from monitoring and the information from assessments is used effectively and systematically to plan further work and to set targets for improvement
- ensuring that the marking of the pupils' work gives them a clear view of how to improve
- ensuring that class teachers have higher expectations of the pupils' standards of neatness and presentation.

(paragraphs: 4, 20, 32, 39, 42, 51, 53, 60, 61, 65, 67, 87)

**Minor issues:**

- Improve the learning environment by bringing forward the proposed alterations to the open plan areas. (paragraphs: 10, 45, 66)
- Ensure that the provision and the marking of homework are consistent across all the classes. (paragraph:34)

**PART C: SCHOOL DATA AND INDICATORS**

*Summary of the sources of evidence for the inspection*

Number of lessons observed

69

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

40

### ***Summary of teaching observed during the inspection***

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	15	21	28	1	0	0
Percentage	6	22	31	40	1	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***

<b>Pupils on the school's roll</b>	Y3– Y6
Number of pupils on the school's roll	343
Number of full-time pupils known to be eligible for free school meals	85
<b>Special educational needs</b>	Y3– Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	78
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	297
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	64
Pupils who left the school other than at the usual time of leaving	36

### ***Attendance***

#### **Authorised absence**

	%
School data	1.9
National comparative data	5.6

#### **Unauthorised absence**

	%
School data	5.5
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	40	50	90

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	28	34
	Girls	40	34	43
	Total	64	62	77
Percentage of pupils at NC level 4 or above	School	71 (68)	69 (63)	86 (78)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	36	34
	Girls	42	41	43
	Total	68	77	77
Percentage of pupils at NC level 4 or above	School	76 (n/a)	86 (n/a)	86 (n/a)
	National	72 (70)	74 (72)	82 (79)

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

### *Ethnic background of pupils*

	No of pupils
Black – Caribbean heritage	8
Black – African heritage	28
Black – other	1
Indian	167
Pakistani	43
Bangladeshi	10
Chinese	2
White	43
Any other minority ethnic group	41

*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	1	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	0
Other minority ethnic groups	0	0

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

## *Financial information*

### *Teachers and classes*

#### **Qualified teachers and classes: Y3 – Y6**

Total number of qualified teachers (FTE)	16
Number of pupils per qualified teacher	21.4
Average class size	28.5

#### **Education support staff: Y3– Y6**

Total number of education support staff	8
Total aggregate hours worked per week	222

*FTE means full-time equivalent.*

Financial year	00/01
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	£
Total income	842047
Total expenditure	788285
Expenditure per pupil	2326
Balance brought forward from previous year	72692

### *Recruitment of teachers*

Number of teachers who left the school during the last two years	8
Number of teachers appointed to the school during the last two years	16

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

*FTE means full-time equivalent.*

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	343
Number of questionnaires returned	131

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	25	2	0	0
My child is making good progress in school.	48	48	2	0	1
Behaviour in the school is good.	52	42	2	0	4
My child gets the right amount of work to do at home.	32	39	25	5	0
The teaching is good.	52	41	2	2	3
I am kept well informed about how my child is getting on.	48	39	8	2	3
I would feel comfortable about approaching the school with questions or a problem.	50	43	3	2	2
The school expects my child to work hard and achieve his or her best.	55	40	3	1	2
The school works closely with parents.	52	35	7	2	5
The school is well led and managed.	56	37	2	2	5
The school is helping my child become mature and responsible.	53	41	2	0	5
The school provides an interesting range of activities outside lessons.	43	49	4	2	3

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **ENGLISH**

48. Inspection evidence shows that standards have been maintained since the last inspection and, by the age of eleven, the pupils' attainment is average. When taking into account their prior attainment, all of the pupils, including those with special educational needs and those pupils who enter the school with limited skills in English, make good progress in all aspects of the subject.
49. Most pupils are making good progress in speaking and listening and standards are average. They listen well to their teachers and other pupils and are keen to contribute to the discussions in the Literacy Hour and in lessons in other subjects. The pupils gain in confidence as they move through the school and, by Year 6, many pupils' show a good understanding of the literary vocabulary used in their lessons and provide thoughtful and perceptive answers. The more able pupils clearly express opinions about the work they are doing and describe their experiences in school. The use of drama and role-play, for example in a Year 4 geography lesson, helps to increase the pupils' confidence and assemblies provide further opportunities to listen and to speak to a large audience. A particularly strong feature in many subjects is the use of 'discussion partners' to help the pupils to clarify their thoughts and extend their understanding of what others are saying. This contributes to the good progress made by almost all of the pupils.
50. In reading, most pupils, including those with special educational needs and those who are learning to speak English, are making good progress. The school's successful implementation of the Literacy Strategy is having a positive impact on standards. The teachers provide good role models by reading aloud enthusiastically, communicating their own pleasure in reading, and underlining the importance of reading as a key skill in learning. In Years 3 and 4, most pupils read accurately and with developing expression. They realise when they have made a mistake and know how to correct it. The lower attaining pupils are taught the skills for recognising and sounding out unfamiliar words and they generally use these satisfactorily when reading. Occasionally, the pupils are not familiar with the meaning of some of the words they read, particularly unusual expressions or colloquial sayings, and this affects their understanding of the text. The pupils develop their enthusiasm for reading and generally have a satisfactory recall of the story. By Year 6, the higher attaining pupils read fluently and expressively and they are independent and avid readers. They talk confidently about their favourite authors and can say why they like them. Most pupils understand the difference between fiction and non-fiction and are able to use the contents and index to help them find information. Many of the pupils read at home and, where this is a regular feature, this positively contributes to their progress.
51. The pupils' attainment in writing is average by the age of eleven, although there are weaknesses in handwriting and the presentation of work in many books is untidy. By the end of Year 6, many pupils are able to write correctly punctuated work in a legible and joined style. However, the quality of handwriting and the attention to neatness are inconsistent from class to class. Written work on display around the school is generally well presented. Spelling is taught systematically, tested regularly and most pupils are becoming increasingly more

familiar with the rules and irregularities of spelling. The pupils use the word banks on display in classrooms and know how to check their spelling. They use dictionaries confidently and this is a regular feature of many lessons. The pupils are given opportunities to write in a variety of styles and for different purposes, although there are too few examples of the pupils' ability to write at length. Other subjects make a satisfactory contribution to the development of the pupils' writing skills.

52. The quality of teaching is good overall. The National Literacy Strategy has been implemented successfully and the teachers have a good knowledge and understanding of the subject. Planning is thorough and is generally clear about what the pupils will learn in the lessons. The teachers regularly remind the pupils of these intentions at the beginning and during the course of lessons and enhance the pupils' understanding by referring to what was learned in previous lessons. The teachers manage the pupils very well and relationships are very positive. As a result, lessons are purposeful, have a brisk pace and enable the pupils to make good progress. The teachers expect the pupils to behave well, concentrate on their tasks and work hard. They provide good opportunities to develop the pupils' speaking and listening skills. Class and pair discussions are well managed and the teachers' sensitive handling of the pupils' contributions helps to increase their confidence and raise their self-esteem. Across the school, the teachers make good use of large texts, overhead projectors and individual white boards to support the pupils' learning.
53. Where the best teaching is seen, challenging activities are planned for pupils of all levels of ability and probing questions extend their understanding and promote full and thoughtful responses as, for example, in a lesson with the Year 6 pupils. Here, the very good teaching led to the pupils developing a very good understanding of how language is used to create impact and effect. In an excellent lesson in Year 4, the teacher was very aware of the progress of pupils of different levels of ability. She ensured that explanations were understood by all the pupils and evaluated their responses to consolidate and extend their understanding. Teachers mark the pupils' work with comments that are generally supportive and encouraging. The teachers also make an assessment of how well the intended learning outcome has been achieved. However, there is too little emphasis and too few comments on how the pupils might improve their work. Additionally, the scrutiny of the pupils' work and of teachers' planning reveals little evidence of teachers using the information from daily assessments to plan the next steps in learning.
54. The teachers form a good partnership with those staff who support the pupils with special educational needs and those who are at an early stage of language acquisition and this has a positive effect on their learning and enables them to make good and sometimes very good progress.
55. The English co-ordinator provides good leadership for the subject. She has overseen, and built upon, the successful introduction of the National Literacy Strategy. Through her scrutiny of the pupils' work and teachers' planning she is developing a clear view of the strengths and weaknesses in the subject. The headteacher and deputy headteacher have observed teaching and learning in the subject in order to monitor standards and to identify appropriate priorities for development. These currently focus on raising attainment in reading and writing. For standards to rise even further there is a need to ensure that the outcomes of this monitoring are rigorously applied so that there is consistency of approach across the school. This is particularly true in relation to the marking of work and the standards of presentation. The

school has improved its range of fiction and non-fiction books, many of which are housed in the new and attractive community learning suite. The co-ordinator plans to develop the use of the library and ICT facilities in the new room to support the development of the pupils' literacy skills.

## **MATHEMATICS**

56. By the age of eleven, the pupils' attainment in mathematics is broadly average and almost all of the pupils make good progress. The pupils who are at the early stages of becoming bi-lingual make very good progress due to the support and input they receive both from classteachers and support assistants as well as from the teachers of the Hounslow Language Service. Current standards are not as high as they were at the time of the last inspection but when compared with the results of similar schools the pupils' performance remains above average. This is mostly due to the number of pupils attaining at the higher levels (level 5 and level 6).
57. The majority of the pupils enjoy their mathematics lessons and are keen to offer answers to questions. They work well both independently and in small groups. The pupils are given opportunities to use the skills of estimation and to solve problems using all four numerical operations. They count and calculate accurately and are able to use calculators to check their answers. The pupils can explain how and why they have reached an answer and in many cases, they are able to suggest alternative ways of working out. Through the continued and regular use of a 100 square they recognise number relationships and number patterns. The pupils are required to learn their multiplication tables and the mental, oral session of the numeracy lessons frequently involves further practice and reinforcement. However, whilst most of the pupils are secure in the process of multiplying a significant minority of the pupils across all year groups do not have swift and instant recall of many of the number facts and tables and this hinders their ability to compute quickly.
58. The pupils have a good understanding of place value. The Year 3 pupils can explain number sequences confidently and are able to say what the next numbers will be. The higher attaining pupils in Year 3 have a sound knowledge of numbers that make fifty and beyond and can recall these mentally. Most of the pupils have a sound knowledge of two-dimensional shapes and an understanding of symmetry. They use their learning well when they investigate the relationship between the number of sides of a shape and the number of lines of symmetry. As they move through the school the pupils are increasingly able to work with large numbers in the thousands and in some cases, the tens of thousands. The Year 6 pupils use their secure knowledge of place value as they work confidently with fractions, decimals and percentages. They recognise the relationship between them and use their knowledge of pairs of numbers that will total a hundred when converting from one to the other. Almost all of the pupils recognise basic two and three-dimensional shapes and can identify the properties that each one has. They learn to construct and interpret bar graphs and pie charts and the Year 4 and 5 pupils show a good understanding of co-ordinates when they are able to plot the co-ordinates of some regular shapes. The higher attaining pupils are further able to translate the shapes and investigate the pattern of movement as shown by the co-ordinates. The pupils can use all four operations to work out problems. By the time they are eleven the higher attaining pupils are beginning to understand and use ratio and proportion in calculations. The pupils can work with metric units such as grams and kilograms but no work was seen of comparisons between metric and imperial measures. Currently insufficient use is made of information and

communication technology to present data and there is limited evidence of the use of the control element or the use of logo.

59. The quality of teaching in mathematics is good overall with some very good features. In almost one third of the lessons observed during the inspection the teaching was very good. There was one unsatisfactory lesson. All the teachers ensure that the pupils know what they are to learn and they have high expectations of the pupils' ability to concentrate and do their best. They make effective use of individual whiteboards for the pupils to record and share their results. The teachers have a good knowledge of the subject and how to teach it and the lessons are well planned according to the National Numeracy Strategy. In a very good lesson with the pupils in Year 4 the teacher used the appropriate vocabulary and open-ended questions to extend the pupils' understanding so that by the end of the lesson almost all of the pupils were able to understand and use words such as, 'axis', 'plotted', 'grid' and 'co-ordinates' confidently. In a very good lesson with the Year 6 pupils the teacher's constant reinforcement of the key learning was instrumental in ensuring all the pupils achieved their best and were successful in extending their learning about fractions and percentages to ratio and proportion. In the same lesson, the teacher used paired and group discussion very effectively to help the pupils to crystallise and share their ideas in order to give clear, reasoned explanations about how they reached an answer. In the unsatisfactory lesson, the work was not matched to suit the range of ability within the class and the teacher did not take the opportunity to provide direct input to a focus group. This adversely affected the learning of a significant proportion of the pupils. On other occasions where the teaching is less effective, the pace of the mental and oral part of the lessons is not sufficiently brisk. The teachers' expectations of speed and accuracy are not high enough and this lessens the impact of the warm up session. The school responds well to, and makes good provision for the most able pupils as well as those with special educational needs and those who are learning English as an additional language. Throughout the school the pupils are taught in broad ability groups and this has a positive impact on levels of attainment generally and particularly on the attainment of the more able pupils.
60. The teachers have good procedures for checking how well the pupils are learning and use a range of tests throughout the year. However, the information from day-to-day assessments is not used consistently and systematically by all teachers to plan further work so that the pupils make even better progress.
61. The co-ordinator for mathematics is new to the role but she is enthusiastic and well informed about the recent developments in the subject. Together with the headteacher she has already had some opportunities to monitor teaching and learning alongside colleagues. She has contributed to an ongoing evaluation of the subject that has resulted in revised planning and additional training on how to make the plenary session more effective. Mathematics has recently had a high profile as part of the school improvement plan and this has led to the purchase of additional resources. The school could now usefully look at ways to ensure that there are sufficient opportunities for all pupils to apply their learning to problem solving and investigative activities and that teacher expectations of the quality and neatness of finished work are consistent across the school.

## SCIENCE

62. The standards achieved by the pupils at age eleven are average. This is not such a strong picture of attainment as at the time of the previous inspection when standards were judged to be above average. When taking into account the pupils' prior attainment they continue to make good progress.
63. The pupils in Year 6 have a good understanding of plants and the conditions that are needed to ensure they flourish. They have a suitable understanding of electrical circuits and can explain the factors that affect the brightness of a bulb. They have a sound understanding of life cycles and the processes of evaporation and condensation. In Year 4 the pupils are beginning to understand what is meant by soluble and insoluble substances and what happens to a substance when it dissolves. The more able pupils can accurately describe the difference between reversible and irreversible changes and give suitable examples. In Year 3 the pupils accurately carry out experiments to test which soils are better at retaining water and they can make sensible predictions about which soils would be most suitable for growing certain plants. Across the school there is a good understanding of the importance of fair tests and the need for controls. This was shown when the pupils in Year 5 investigated the various conditions that affect germination and plant growth.
64. The pupils with special educational needs and those who are at an early stage of learning English achieve well according to their ability and level of understanding. They are able to join in all the lessons and they make good and sometimes very good progress.
65. Across the school the pupils are able to present their findings in a variety of ways and this often shows a good depth of understanding. For example, the Year 6 pupils use and read a key and then transfer the information to Carroll diagrams. The pupils use their numeracy skills satisfactorily as they measure and record results in graphs and charts. Work in science is also linked to the pupils' work in literacy when they write about earth and space. The pupils enjoy science. Relationships are very good and the pupils work well together. They are confident when describing what they have done or when making presentations. However, the standard of neatness and presentation of their work is unsatisfactory.
66. The quality of teaching in science is generally good. In almost all of the lessons the knowledge and the required skills are taught systematically and progressively. The teachers manage the pupils well and there are well-established routines to which the pupils readily respond. Good behaviour is expected and obtained. The best lessons are well planned and organised with an appropriate balance between direct teaching and pupil activity. The teachers use questions and the correct scientific vocabulary effectively in order to extend the pupils' learning. The best lessons move at a good pace with deadlines set for the completion of tasks. This motivates the pupils and encourages greater concentration. The good range of resources is used effectively by the teachers to reinforce learning and understanding. Where the teaching is less successful, the tasks are often too tightly teacher directed which means that the pupils, and particularly the more able, are not able to show initiative and develop their own experiments. Some lessons are too long and this can mean that the pupils become restless and their concentration wanes. Concentration is also adversely affected in some classes when noise from adjoining areas makes it difficult to hear pupils who are trying to explain their findings.
67. Across the school, the pupils' work is marked regularly but the teachers' comments do not often show the pupils how to improve the standard, quality or presentation of their work. For

example, some wrongly spelt scientific vocabulary remains uncorrected. Additionally, the teachers do not regularly plan to use ICT to support teaching and learning in science.

68. The science co-ordinator is fairly new to the post but she is already providing good leadership and support for developments in the subject. There are good procedures for monitoring standards and as a result of the most recent monitoring, she is clear about what needs to be done to bring about further school-wide improvements. Regular end of topic assessments are carried out by all teachers but there is only limited evidence that the information is used to plan further learning for the pupils.

## **ART AND DESIGN**

69. Only one lesson of art was observed during the inspection but from the scrutiny of the pupils' past and present work, together with discussions with staff and pupils, it is possible to judge that standards of work in art are broadly in line with national expectations. This represents a slight fall in standards since the previous inspection. The majority of the pupils make satisfactory progress and this includes those pupils with special educational needs and those who speak English as an additional language.
70. Across the school the pupils explore a range of materials including paint, papier-mâché, pastels, pencils, clay and fabrics. For example, the Year 3 pupils make papier-mâché masks which are of a good standard and the Year 6 pupils use a variety of materials and techniques to produce hats based on their research of Alice in Wonderland. The pupils can mix colours and know how to create particular effects by combining different shades. They understand tone, shape, texture and form and use these to good effect in their work. They consider the work of famous artists such as Van Gogh, Picasso and Kandinsky and produce their own work in the style of these artists. For example, the Year 6 pupils know how to create some of the effects in Van Gogh's paintings by using different brush strokes. The Year 4 pupils show good levels of skill in sketching pots and their use of crosshatch shading is of a very good standard. However, the scrutiny of the pupils' work on display and in their sketchbooks reveals limited skills in observational drawing across the school.
71. In the one lesson observed during the inspection the quality of the teaching was satisfactory. From the scrutiny of work it is clear that the quality of the teaching varies across the school. When the teachers are confident in their own knowledge, the required skills are well taught and the pupils make good progress. For example, many of the pupils make good progress when learning how to use colour, tone and shade in painting. Where teacher expertise is less secure, some of the required skills are less well taught and this limits the pupils' progress. This is shown in the quality of the pupils' observational drawings where there is very little progress or improvement from Year 3 to Year 6.
72. The teachers plan for art from the nationally produced guidelines that have been modified to better meet the needs of the pupils. The new scheme ensures coverage of all the elements of the art and design curriculum but it has yet to be fully implemented. The use of ICT in art and design was identified as an area for development at the time of the previous inspection and it has yet to be addressed.
73. The co-ordinator for art provides very good leadership and management. She is new to the post but she already has a clear idea of what needs to be done to improve teaching and

learning in the subject. She has produced an action plan that contains clear priorities for improvement and the staff training that is required. She plans to move the subject forward through the regular monitoring of the newly introduced sketchbooks, together with the introduction of a portfolio of moderated work. Work in art is supported by visits to art galleries and good use is made of visiting artists; for example a textile artist worked with all the classes to produce Millennium banners. There is an extra-curricular art club for the pupils in Years 4 and 5 where they can use and extend their skills.

## **DESIGN AND TECHNOLOGY**

74. Standards in design and technology are below average overall and progress for the majority of the pupils is unsatisfactory. This is due mainly to a lack of teacher confidence and expertise which means that the required skills and knowledge are not taught consistently and progressively as the pupils move through the school. This is a similar judgement to the one at the time of the last inspection and although some improvements have been made, frequent staff changes have affected the overall impact of these improvements.
75. By the age of 11 the pupils understand what needs to be done to move from their first ideas into making the finished article. They are beginning to apply their knowledge and understanding as they design and make a limited range of products. When the pupils use construction kits to build a buggy, they show a basic understanding of mechanisms and how gearing and the power of a motor can alter the speed at which a vehicle travels. In a lesson with the Year 3 pupils, they show a satisfactory understanding of pneumatics as they devise ways to make the lid of a box rise. They draw diagrams of the project and label them well. At the end of the lesson they are confident in discussing what they have done but they show limited skills in evaluating how their designs could be improved.
76. The scrutiny of available work and discussions with the pupils show that, as they move through the school, the pupils are not taught the required skills of the subject in a systematic and progressive way. For example there is no planned introduction to an increasing range of tools and the pupils' knowledge and understanding of how to evaluate and modify their designs do not show year-on-year improvement.
77. The quality of teaching in design technology is satisfactory. Most of the teachers are enthusiastic and motivate their pupils well. They make sure the pupils have opportunities to talk about their work and share what they have done. The main learning objectives are clearly explained to the pupils and almost all of the teachers use questions appropriately to develop and to assess the pupils' understanding. The many pupils who are learning to speak English as an additional language and those with special educational needs are well supported so that they can be involved in all the activities. Class routines are well established and the need for the safe handling of tools and materials is stressed appropriately. In some areas of design and technology there is a lack of teacher confidence and knowledge and this adversely affects the pupils' progress and the standards they achieve. For example the elements of the curriculum involving components, systems and control are not being covered in sufficient depth by some teachers and this results in gaps in the pupils' learning. Additionally, the teachers' expectations of the accuracy and precision of finished articles could be higher.
78. Since the last inspection the school has successfully revised and improved the design technology curriculum. It now covers all the required elements of the National Curriculum

programmes of study and ensures that appropriate attention is given to food technology. However, with frequent staff changes and in some instances, limited time, the improvements are not fully established and, as result, standards remain below average overall.

## **GEOGRAPHY**

79. Most of the pupils, including those with special educational needs and those learning English as an additional language, are making good progress and attain the standards expected for their age. This is a similar judgement to the one made at the time of the last inspection.
80. Pupils in Year 3 compare homes, shops, jobs and facilities in Hounslow with those in Peru. They learn to use an atlas index and a key and develop their map skills by identifying land use and capital cities. The rate of the pupils' progress increases in Year 4 as they study their local area in more detail. In an excellent lesson with the Year 4 pupils, they studied the effect of change on the environment by playing the part of trades-people whose livelihoods were threatened by the planned building of a supermarket. Through drama and role play, these pupils made very good progress in their ability to view issues from other points of view and they had an above average understanding of some of the environmental issues affecting their own area. The pupils in Year 5 study the water cycle and they find out how rivers are used. They are beginning to develop a sound understanding of how rivers in different countries have different features and uses. They learn to gather information from books and atlases. Work in their books indicates that they make satisfactory use of geographical terms such as 'source', 'erosion' and 'tributary'. By the end of Year 6, most pupils have a sound understanding of global warming and its effect on environmental change. They find out how human activities can cause changes to the environment. Locally, the pupils study the possible influences of Heathrow Airport on the Hounslow area.
81. Overall, the quality of teaching is good and on occasions, it is very good and excellent. The best lessons are very well planned and the activities take account of the needs of pupils of different levels of ability. In the very good and excellent lessons, in Year 6 and Year 4, the teachers have high expectations of what the pupils are capable of learning and probing questions encourage them to think deeply about their answers. Good use is made of discussion partners in all lessons and this makes a positive contribution to the pupils' geographical understanding as well as their speaking and listening skills. The teaching is less effective where similar activities are planned for all pupils and where opportunities for them to choose their own research materials are limited.
82. Across the school, the teachers have a sound knowledge of the subject and a suitable scheme of work, based on national guidelines, has been introduced to support them in their planning. The subject co-ordinator has appropriate plans to ensure that map-work skills are developed more progressively across the school. A satisfactory range of visits is used to enhance the pupils' learning.

## **HISTORY**

83. Throughout the school, levels of attainment in history are in line with those expected nationally. The standard of the work seen is not as high as that found at the time of the last inspection in 1997, but the pupils continue to make good progress. This is because the majority of the pupils do not speak English as their first language and historical background knowledge for

many of these pupils is limited. Consequently, the knowledge and skills that the majority of the pupils achieve by the end of Year 6 represents good progress. This judgement includes those pupils who have special educational needs.

84. Many of the pupils in Year 3 are beginning to have a sound understanding of sources of evidence and are able to use pictures and text to find out how people lived in ancient Egypt. The Year 5 pupils learn about life in Tudor times and in particular about Henry VIII. Their learning about this era is enriched by a visit to Hampton Court. The oldest pupils are enthusiastic about their learning of World War II. They make good progress and show a sound level of knowledge and maturity as they learn about the advantages and disadvantages of being evacuated. Some higher attaining Year 6 pupils can talk confidently and express opinions about the persecution of the Jewish people that took place during World War II.
85. The use of information and communication technology to support work in history is not yet well developed and in talking to the pupils and in the scrutiny of work there is little evidence of the pupils being able to access information to enhance their learning.
86. Only one lesson of history was observed during the inspection and in this lesson, in Year 3, the quality of the teaching was very good. However, the scrutiny of the pupils' work and discussions with the pupils do not support this very good quality throughout the school and overall, the quality of the teaching is judged to be good. In the lesson observed the teacher placed strong emphasis on the use of sources of evidence and, through good open-ended questioning, she encouraged the pupils to read and observe carefully and to use what they already knew in order to learn more. Good links were made with the pupils' work in literacy and pupils of all abilities showed that they could use books and text well to pinpoint the information they required. The teacher provided tasks that were very well matched to the pupils' varying abilities and stages of language development. She provided valuable input to a group of pupils who needed additional support. She helped them to read well-prepared prompt sheets in order to access the information they needed. The teachers do not carry out a formal assessment of attainment in history, although there is some evidence of an end-of-unit assessment being used in Year 3.
87. There is currently no co-ordinator for history and a curriculum team is jointly responsible for developing the subject. Units of work are allocated to each year group and teachers plan using the national guidelines. The scrutiny of work reveals some inconsistencies in the amount and quality of written work across the classes and wide variations in the quality of the marking. For example, few books contain useful, constructive comments about how the pupils might improve their work. The overall depth of study as well as the teachers' expectations of the quality and quantity of finished work require more rigorous monitoring. Some visits and visitors to the school help to support the pupils' work in history and there is a sound range of resources for the various topics. However, the school could usefully expand its resources to include artefacts that will enliven and enrich the pupils' learning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

88. By the age of eleven, the pupils' attainment is in line with national expectations. This is an improvement from the below average standards reported at the time of last inspection and is the direct result of the high priority given to developing the use of ICT and the significant improvement in the provision of computers. The school provides a good range of experiences

through the use of two computer suites and most pupils are now making good progress. The previous inspection identified the need to provide opportunities for the pupils to use their skills to support their learning in other subjects and this remains an area for development.

89. The pupils make good progress in developing their skills, knowledge and confidence and become competent users of ICT. They use the keyboard and mouse with increasing skill and learn to delete and amend their work and change the style, size and font. They know how to save, retrieve and print their work. Most pupils can extract information from a database and are able to answer questions about what they find. In Year 5, the pupils learn the importance of judging the accuracy of the information they are accessing. There are well-planned opportunities for the pupils to develop their understanding of how a computer can be used to control a device. For example, the pupils in Year 4 give instructions to a screen turtle to create rotating shapes. In Year 5, the pupils are able to create a sequence of events to solve a problem and learn how devices, such as a television and an overhead projector are controlled. In a Year 6 lesson, the pupils used their previous learning well as they extended their understanding of 'input' and 'output' devices. The pupils know how to use a spreadsheet, enter data confidently and calculate totals. They have a sound understanding of terms such as 'input' and 'cell'. By Year 6, most pupils can use a spreadsheet to calculate the perimeter and area of a shape. The pupils have access to art and presentational packages and learn to use the Internet to gather information and send and receive e-mails. Some of the pupils who join the school have had no experience of using a computer and they make rapid progress in developing their basic skills.
90. The quality of teaching is good. A number of factors have led to the improvement of teachers' skills and confidence since the last inspection, including effective training, the introduction of a comprehensive scheme of work and the provision of better resources. As a result, teachers have improved their subject knowledge well. They make good use of the computers in the ICT suite and have begun to use the new interactive white board<sup>1</sup>. Lessons are well planned with clear intentions for learning. These are shared with the pupils and are reflected upon at the end of lessons. In the lessons seen during the inspection, the teachers made good use of probing questions to build upon previous learning and extend their understanding. The pupils benefit from the regular opportunities to share their knowledge and understanding with a partner and this contributes well to the progress that they make.
91. The ICT co-ordinator provides good leadership and his vision and direction for the subject have had a significant impact on the improvement that has been made since the last inspection. The scheme of work provides good support for teachers in their planning. The school recognises the need to provide opportunities for the pupils to extend their skills by using ICT in other subjects and to provide adequate software to enable them to do so. Very good use has been made of grants and the school's own budget to improve the availability and the quality of resources which include a second excellent new computer suite. The co-ordinator maintains a good overview of teachers' work by monitoring their planning, but there have been no opportunities to observe lessons.

## MUSIC

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<sup>1</sup> This is a white board that is linked to a computer-controlled projector. A large image is projected and the teacher, or pupil, is able to control the screen in much the same way as they would with a mouse.

92. Standards of attainment are generally in line with national expectations and the pupils make good progress overall. This judgement is similar to the one made at the time of the last inspection. The pupils play a range of tuned and untuned instruments recognising the sounds they make and understanding the correct playing techniques. The pupils sing enthusiastically and most can sing in tune and with a secure sense of rhythm. The Year 5 pupils show that they can sustain a melody when they sang *London's Burning* as a round. When the Year 3 pupils listen to extracts from the *Enigma Variations* and the *Flight of the Bumblebee* they offer perceptive responses about the mood of the music and its likely inspiration. The pupils in Year 4 can compose simple tunes using the pentatonic scale. The older pupils understand a number of musical terms, such as timbre, pitch and tempo and can apply these to their own performances. Most pupils understand the principles of notation and can use simple graphic scores. Music makes a good contribution to the pupils' cultural and spiritual development. They listen to music from different cultures and they sing songs from other countries. Music is used very effectively in classrooms as a calming influence or as a signal to bring their work to a close.
93. The overall quality of teaching is good and this makes a positive contribution to the good progress that the pupils make. In the lessons observed during the inspection the teaching was never less than satisfactory and often good or very good. Several teachers have good levels of personal expertise and this also contributes to the overall good standard of teaching. Lessons are well planned and provide a good variety of activities that maintain the interest of the pupils and ensure a good, energetic pace to their learning. The teachers offer regular and perceptive feedback to the pupils about their performance and this helps them to see how they can improve. Teaching points are explained very clearly and demonstrations are used well to share learning and to help the pupils refine their performance. The teachers also use praise and encouragement effectively to raise the pupils' confidence and self-esteem. In the less successful lessons, the teachers' subject knowledge is less secure and insufficient emphasis is placed on teaching the skills that would help improve the pupils' performance. This is particularly true in aspects of the teaching of singing
94. The teachers' planning for music is based on the nationally devised scheme, but there are plans to integrate elements of a commercial scheme in order to provide better support for planning, teaching and learning in the subject. The pupils' learning in music is enhanced by a good range of extra curricular activities that include a choir, a recorder club and the opportunity to play the African drums. Visiting specialist staff provide instrumental tuition in five instruments and they also give performances. There are numerous opportunities for the pupils to perform and to appreciate the performances of others. For example during events such as the Creative Arts week, a Winter Music Festival and in assemblies. There is a satisfactory range of instruments to support the curriculum, including a number of world instruments. However there are too few tuned percussion instruments or keyboards and many instruments are in need of repair.

## **PHYSICAL EDUCATION**

95. By the time they leave the school, the pupils' attainment is in line with national expectations and almost all of the pupils have made good progress. These standards are not as high as they were at the time of the last inspection.

96. By the age of eleven the pupils can throw, catch and field a ball successfully. They understand and can explain the basic tactics for attack and defence and they all recognise the importance of rules. In a good lesson with the Year 3 pupils, they developed their own sensible group rules and followed them scrupulously. Team games are used well to develop a good team spirit, and this makes a positive contribution to the pupils' social and moral development. In gymnastics the pupils are able to use the floor and apparatus appropriately as they develop a series of movements which flow into each other in a smooth and controlled way. The Year 5 pupils show care and a good awareness of their own capabilities as they support each other's body weight. All the pupils have a good understanding of the effect of exercise on the body and its importance for fitness.
97. The quality of the teaching is good. During the inspection it ranged from satisfactory to excellent. In an excellent dance lesson the enthusiasm of the teacher was infectious and there was a buzz of controlled excitement from the pupils as they enjoyed a high degree of success in their learning. The outstanding quality of the teaching included excellent levels of questioning and very high expectations of the quality of the pupils' performance. This resulted in the pupils displaying a high degree of control in their movements and showing very good interpretation of the music.
98. A very good feature of many lessons is the way in which teachers explain and use demonstration to enable the pupils to understand what is required and to help them to refine their performance. This particularly helps the pupils who are still at an early stage of learning English. The pupils are encouraged to appraise their own their own performance as well as that of others. They do this confidently and sensibly and are willing to accept and act on advice. This leads to good levels of learning for many of the pupils. The lessons are well planned according to a common structure of warm up activity, activities to develop and improve skills and a cooling down activity. In the less successful lessons the activities are not sufficiently challenging for all ability groups. The teachers' expectations of what the pupils can achieve are also lower and the lessons do not move at a brisk enough pace to keep all the pupils involved and active.
99. The recently appointed subject manager is enthusiastic and knowledgeable. He has re-established the extra-curricular mixed boys and girls football practices to provide further support for the development and practice of the pupils' skills.

## **RELIGIOUS EDUCATION**

100. The pupils' attainment in Religious Education meets the standards required by the local authority Agreed Syllabus and the majority of the pupils make satisfactory progress in their learning. This is a similar judgement to that found at the time of the last inspection.
101. An analysis of the pupils' work shows that they have developed a sound understanding of the reasons behind the celebrations and traditions of the major faiths. Most of the pupils have a sound knowledge of Christianity. The lower school pupils are able to recall the Easter Story and understand the meaning behind the story of the Good Samaritan. The Year 3 pupils confidently share their own experiences and ideas when they suggest examples of people who have left their lives. They show mature levels of awareness and insight as they talk about the "gifts" these people have left behind.

102. The overall quality of the teaching in religious education is good. Two lessons were observed and in one of these the quality of the teaching was very good and in the other it was satisfactory. Most lessons are well planned with key vocabulary clearly identified so that it supports the pupils' learning. Where the teaching is very good, questioning is used well to encourage the pupils to reflect on their experiences and to deepen their understanding. In the best lessons the teachers are adept at creating a climate where the pupils are confident enough to explore and explain their feelings and they successfully encourage the pupils to empathise with others. The pupils' contributions are evaluated sensitively. Where the teaching is less successful there are too few opportunities for the pupils to draw on their own experience and to reflect on the significance of some of the issues raised. Most pupils behave very well in lessons and are interested in what they are doing but there are occasions when concentration wanes and the teacher has to spend time encouraging the pupils to listen.
103. The subject is well led and managed by the headteacher as the co-ordinator. She has a clear commitment to raising standards and to improving the teachers' own knowledge and expertise. The current scheme of work is being reviewed and adapted to ensure that it is relevant to the pupils' own lives. The pupils' work is currently assessed at the end of topics using key questions from the scheme of work. There are plans to improve the assessment procedures so that the pupils' progress can be tracked more closely. There is a good range of resources to support teaching and learning including books, posters and artefacts. The curriculum is enhanced by visits to places of worship and by visitors such as a Buddhist monk and a Rabbi who talk to the pupils about aspects of their faith.