

# INSPECTION REPORT

## **ROXBOURNE FIRST SCHOOL**

Harrow

LEA area: Harrow

Unique reference number: 102213

Headteacher: Miss W Deacon

Reporting inspector: Ms K Taylor  
22424

Dates of inspection: 27<sup>th</sup> - 30<sup>th</sup> November 2000

Inspection number: 224131

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

© Crown copyright 2001

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

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Community
Age range of pupils:	4-8
Gender of pupils:	Mixed
School address:	Torbay Road Harrow Middlesex
Postcode:	HA2 9QF
Telephone number:	(020) 8422 9207
Fax number:	(020) 8423 9097
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Daly
Date of previous inspection:	June 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Kathryn Taylor OIN: 22424	Registered Inspector	Mathematics Physical education	Characteristics and effectiveness of school; The school's results and pupils' achievements; Teaching; Leadership and management.
Geoffrey Humphrey OIN: 9163	Lay Inspector		Partnership with parents and carers; Pupils' welfare, health and safety; Pupils' attitudes, values and personal development; Pupils' spiritual, moral, social and cultural development.
Charanjit Ajitsingh OIN: 23588	Team Inspector	English Geography History Provision for pupils with Special Educational Needs	English as an additional language
Suzanne Gerrard OIN: 23385	Team Inspector	Religious education Information technology Science	Equality of opportunity; Curriculum and assessment.
Wendy Thomas OIN: 12764	Team Inspector	Music Art Design and technology Provision for children in the Foundation Stage of Learning	

The inspection contractor was

Capital Inspections  
Chaucer Building  
Canterbury Road  
Morden  
SM4 6PX

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

The Registrar  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House

33 Kingsway  
London WC2B 6SE

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>4 - 7</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>8 - 9</b>
The school's results and achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>10 - 12</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>12 - 14</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>14 - 15</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>15 - 16</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>16 - 18</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>19</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>20 - 23</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>24 - 38</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Roxbourne First School is bigger than other primary schools. There are currently 301 pupils aged between four and eight in the school and forty-five more children will start in the reception classes in January. Children enter the reception classes in two phases; either in September or January. Although there is a wide range of attainment on entry to the school, in general, pupils attain well in speaking and listening, mathematics and social development when they start at the school. However, increasingly some pupils start at the school at times other than in the reception classes, some of whom have had no previous schooling in this country. The proportion of pupils at the school who speak English as an additional language, just under a half of all pupils, is rising and is very high. Gujarati, Tamil, Punjabi and Urdu are the main languages spoken. Currently about a quarter of all pupils are still at the early stages of learning English and receive additional support. Forty-one pupils are currently on the special educational needs register; three of whom have a Statement of Special Educational Needs. The proportion on the special needs register is below the national average percentage, but is rising. Approximately thirteen per cent of pupils are currently known to be eligible for free school meals; a proportion, which is below the national average, but is rising. Pupils attending the school come from richly diverse cultural backgrounds. The social and economic circumstances of the majority of families are favourable. However, the school's intake is changing and is becoming more socially and ethnically diverse. A number of children of refugee status attend the school, currently 34 children. There is also high pupil mobility; in the most recent year, 43 pupils joined the school and 49 left at times other than the normal times of joining and leaving school.

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

Roxbourne First School is a good school. Pupils make good progress and achieve good standards because the quality of education is good and because the school is well led and managed. Pupils' behaviour and attitudes to learning are very good. The school has a stable staff that continually seeks to develop and extend what the school offers and to adapt to the school's changing circumstances. There is a good partnership between parents and the school, which has a positive impact on pupils' learning. The school provides good value for money

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

- Pupils achieve good standards in reading and writing and very good standards in mathematics. Standards in art and geography are also good.
- The quality of teaching is good.
- The school is well led and managed.
- There is very good provision for pupils' spiritual, moral, social and cultural development. This helps pupils to behave very well and to develop very good attitudes to their learning.
- Relationships between pupils and with the staff are very good. Racial harmony is a strength of the school.
- The school has good links with parents

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

- In response to the most recent national guidance on the curriculum for the children in the reception classes, the provision for access to regular outdoor play in addition to playtime now needs to be developed so as to provide more opportunities for the children to extend their physical skills.
- In a context where the school's intake is continually changing, the school will need to continue to ensure that its short and long-term development planning takes account of the pupils' changing needs.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

There have been good improvements to the curriculum provision and especially that for English, mathematics and information communication technology. This has had a good impact on raising standards in these subjects. Good attention has been given to providing more practical and investigative work in mathematics and science. The quality of teaching is better with more good and very good teaching now evident. Good features of the school, pupils' attitudes and behaviour and the provision for pupil' spiritual, moral, social and cultural development, have been further improved and are now very good. The provision for pupils with special educational needs and English as an additional language is also improved further and is now good. Systems to identify particularly able pupils have also been established and additional teaching is now provided. The school has made good progress since its last inspection and has a very good capacity to continue to make improvements in the future.

## STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
Reading	B	C	B	A
Writing	A	C	B	B
Mathematics	A	B	A	A

**Key**

well above average    A

above average        B

average                C

below average        D

well below average    E

The table above shows that when pupils' overall standards in the tests are compared with schools nationally, standards in reading and writing are above average and in mathematics are well above average. When compared to similar schools, based on free school meals entitlement, standards in writing are above average and in reading and mathematics are well above average. Standards of work in English and mathematics seen during the inspection confirm the good standards pupils achieve in the tests. Standards in art and geography are also good. In all other subjects, pupils attain at least the expected levels and there is clear evidence of some pupils attaining at the higher levels in many of the subjects.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy school and have very good attitudes to learning. They work hard and sustain good levels of concentration.
Behaviour, in and out of classrooms	Pupils behave very well in class, in the playground and around the school. They show great respect for each other and for school property.
Personal development and relationships	Relationships are very good. Pupils of different abilities and from diverse social and cultural backgrounds, respect and relate very well to each other.
Attendance	There have been good improvements to attendance, which is now satisfactory. Children enjoy school and are keen to attend.

## TEACHING AND LEARNING

Teaching of pupils:	Foundation Stage	Key Stage 1	Year 3
Lessons seen overall	Good	Good	Good

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

The overall quality of teaching is good. In 96 per cent of all lessons the teaching is at least satisfactory. In 65 per cent of lessons teaching is good or better which is a high proportion of good or better teaching. Throughout the school, the overall quality of teaching in English, mathematics and information and communication technology is particularly good. The good quality of teaching makes a very effective contribution to the good progress and standards which pupils at the school achieve and how well pupils learn.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad and gives good attention to all of the subjects. The school is working hard to develop the curriculum planning in the light of the most recent national guidance. Recent changes to the curriculum for the children in the Foundation Stage highlight the need to develop the outdoor play provision.
Provision for pupils with special educational needs	Good. Pupils' needs are identified early and pupils are supported well by their class teachers, the special needs co-ordinator and support staff. Pupils with a Statement of Special Educational Need are also supported well.
Provision for pupils with English as an additional language	Good. The quality of the additional teaching and learning support is good. Pupils are supported effectively by teachers in class although, in general, teachers should make more use of the children's first languages.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school has a very strong moral code based on respect and concern for others. Pupils' social development is fostered very well. The provision for pupils' cultural development is very good. The school celebrates and promotes well pupils' understanding and appreciation of the rich and diverse cultural traditions found within the school, in Britain and elsewhere.
How well the school cares for its pupils	Good. The teaching, support staff and ancillary workers know the pupils and care for them well.

Links with parents are good and parents are very supportive of the school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides strong leadership and a very clear educational direction. She is ably supported by the deputy headteacher. Staff with subject and management responsibilities carry these out very conscientiously, monitor work in their subjects effectively and provide good support for their colleagues
How well the governors fulfil their responsibilities	A separate governing body for the First School has been formed in the fairly recent past and the new governing body is now well established. Governors are very committed, supportive and interested. They bring a range of expertise to the school. Governors fulfil their statutory responsibilities although action is needed to ensure that the school prospectus complies fully with statutory requirements.
The school's evaluation of its performance	Good. There are good systems to monitor the impact of all aspects of the school's work and determine where improvements can be made. The school is also in the process of developing and implementing a rigorous and continuous programme of self-evaluation.
The strategic use of resources	Resources are used well to meet clear educational priorities and to enhance the learning environment for staff and pupils. Good use is made of specific grants.

There are enough teaching and support staff. The accommodation is satisfactory, overall, although outdoor play space is limited. The building is well maintained and has been much improved to provide a very pleasant working environment for the staff and pupils.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>Children enjoy school and make good progress.</li> <li>The quality of teaching and the standards achieved.</li> <li>Pupils' behaviour and attitudes to learning.</li> <li>The guidance and information provided which enable parents to make an effective contribution to their children's learning.</li> <li>The school is welcoming and staff listen when there are concerns.</li> <li>The improved range of extra-curricular activities.</li> </ul>	<ul style="list-style-type: none"> <li>The content and marking of homework. Some parents feel there is an insufficient emphasis on mathematics homework and that work set in Year 1 is too easy.</li> <li>More formal consultation meetings, particularly in the autumn term.</li> </ul>

The inspectors agree with the positive views expressed by parents through the pre-inspection meeting and returned questionnaires. In response to the concerns expressed the inspectors made the following judgements. Homework is well used to support learning and marking is constructive and helpful. The information provided and consultation on attainment and progress is good, overall. However, inspectors acknowledge that there is a case for timings of meetings to be reviewed.

## **PART B: COMMENTARY**

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

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

1. Although there is a wide spread of attainment when children start in the reception classes, overall attainment levels in speaking and listening, mathematics and social development are above average. Children of all prior attainment levels including those pupils with English as an additional language make good progress in the reception classes. The majority are on course to attain or exceed the early learning goals by the end of the year and a proportion of those children currently in the reception classes will exceed this. Pupils with special educational needs, make good progress in relation to their prior attainment during the Foundation Stage of Learning.
2. In the National Curriculum tests at age seven in 2000, the last reporting year, the proportion of pupils attaining at least the nationally expected Level 2 in reading at 91 per cent is above the national average. In mathematics, 99 per cent of pupils attained at least the expected Level 2, a proportion that is well above the national average. In writing, 88 per cent of pupils achieved Level 2 or above which is in line with the national average percentage. The proportion of pupils attaining the higher level, Level 3, in reading, 40 per cent, writing 18 per cent, mathematics 40 per cent are all well above the national average percentage. In science, on the basis of teacher assessment 91 per cent of pupils attained the expected Level 2, which is in line with schools nationally. The proportion attaining the higher Level 3, 44 per cent, is well above that in schools nationally.
3. When pupils' results are compared with similar schools nationally, based on free school meals entitlement, the proportion attaining Level 2 or above in reading and mathematics is above average and in science and writing is average. The proportion attaining the higher level 3, however, is well above average in reading, writing, mathematics and science.
4. Pupils' results in the tests in recent years have shown some modest improvements from a good starting point, despite significant changes to the school's socio-economic intake; there is now fairly high pupil mobility, more pupils on the special needs register and a relatively large proportion of children of refugee status at the school. The procedures for monitoring pupils' attainment and progress are good. In response to the changing intake to the school the procedures now need to be extended to ensure that the progress of different socio-economic groups and ethnic groups is monitored and evaluated carefully.
5. Work seen during the inspection indicates that attainment of those pupils currently in Year 2 and in Year 3 exceeds national expectations in reading, in speaking and listening and in mathematics. Standards in writing and in science are in line with national expectations. A good proportion of the pupils, however, attain standards which exceed the nationally expected levels in both writing and science. In reading and mathematics, some children are attaining standards which are well above the nationally expected levels.
6. During their time at the school, pupils of all prior attainment levels make good progress in reading, writing, speaking and listening and in mathematics.
7. Pupils with special educational needs make good progress towards the targets set for them in their individual educational plans and those on the lower stages of the Code of Practice are supported well to attain the nationally expected levels. Pupils with a Statement of Special Educational Needs attain standards that are in line with their capabilities and they make good progress in lessons and over time. Those pupils who are at the early stages of learning English make good progress in the acquisition of English. They receive some additional focussed teaching from the specialist teaching and support staff. In other lessons they are well supported by class teachers and the support staff to access the curriculum. By the time they leave the school they attain standards, which compare well with those achieved by other pupils and are well represented

- in higher attaining groups. Inspection evidence did not highlight any marked differences in pupils' attainments based on gender or ethnicity.
8. Pupils are making good progress in information and communication technology and throughout the school standards are at least in line with nationally expected levels and a significant proportion are exceeding these levels. The staff have worked hard to improve resources and to update their own skills and this is having a very positive impact on standards and progress. In religious education attainment is in line with the expectations of the Locally Agreed Syllabus by the end of Key Stage 1 and in Year 3, and pupils make satisfactory progress.
  9. Attainment in geography and art exceeds national expectations and pupils make good progress in lessons and over time. In all other subjects standards are in line with those expected and overall progress is at least satisfactory.

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

10. Pupils enjoy coming to school, take part in lessons with enthusiasm and have very good attitudes towards their learning. In the Foundation Stage, pupils are settled into school routines, have developed good listening skills, are motivated, show interest in what they are doing, apply themselves to structured activities with sustained concentration and are confident when talking about their work.
11. In Key Stages 1 and 2, pupils listen carefully, concentrate on the tasks they are given, show interest and contribute well during lessons. Examples of very good, occasionally excellent, learning attitudes, with pupils highly involved and enthusiastic, were observed in mathematics lessons. Very good co-operative working was seen, for example, in geography and physical education lessons, where pupils were encouraged to discuss how they could improve their performance and contributions to the lesson. Pupils' very good attitudes are making a significant contribution to the quality of learning. Pupils know what is expected of them, organise themselves well, work independently when appropriate and understand what they have achieved. Pupils with special educational needs and those pupils for whom English is an additional language have equally positive attitudes to learning. They relate well to other pupils, teachers and support staff. They are very interested in their work and participate fully in school activities
12. Behaviour around the school is very good. Pupils are courteous and polite and hold doors open for each other and for adults. They are friendly and confident and relate well to adults, including visitors to the school. Staff value and respect pupils and this is reflected in the very good relationships throughout the school. They also provide very good role models for pupils. The racial harmony amongst pupils is a strength of the school. Pupils from diverse social, cultural and religious backgrounds work and play happily together and show a high level of respect for, and interest in, the values and beliefs of others.
13. Unacceptable behaviour, including bullying or harassment, is not tolerated and pupils have the confidence to consult with adults should any such incidents occur. Pupils respect school property; they show great interest in the many artefacts, pictures and displays around the school, but never harm or interfere with them.
14. Pupils are keen to show initiative and take responsibility and there are many opportunities for them to do so. They help with the preparation and clearing up before and after lessons, return the registers to the central office and help in the school library and in the dining hall during lunch times. The personal development of pupils is good and they are well prepared for the next phase of their education. Overall attitudes and behaviour have been strengthened since the last inspection.
15. Attendance is satisfactory and unauthorised absence is broadly in line with the national average. Morning punctuality is good. The level of attendance has shown a significant improvement in recent years and this makes a positive contribution towards pupils' good attainment and progress.

## HOW WELL ARE PUPILS TAUGHT?

16. The overall quality of teaching throughout the school is good. In 96 per cent of all lessons seen, the teaching is at least satisfactory and in just under two thirds of the lessons teaching is good or better. In twenty one per cent of lessons, teaching was very good and in one lesson the teaching was excellent. Teaching has improved since the last inspection; the proportion of good and better teaching is higher.
17. The teaching seen in the Foundation Stage of Learning is good, overall. Teachers and support staff give a high priority to the development of children's personal, social and emotional development. The teaching of language and literacy is always at least satisfactory and is often good; the staff provide a good range of activities to develop children's language and communication skills. Questioning is used well to develop and extend the children's vocabulary and a good understanding of phonics is developed. Teaching to promote pupils' mathematical development is consistently good. Staff help children to see the mathematics all around them and to solve simple problems. Knowledge and understanding of the world is taught satisfactorily, although more could be done to extend it through a wider range of more challenging and investigative play. Teachers and staff provide a range of experiences and activities to extend and develop children's physical skills
18. At Key Stage 1 and in Year 3, teachers' knowledge and understanding of most subjects is good. This enables them to teach confidently and to maintain a good pace to lessons. A number of teachers would benefit from some additional training in religious education and music to strengthen the teaching in these subjects. Teachers have high expectations about what their pupils' will achieve and this is a strength in teaching, which contributes very effectively to pupils' progress and standards. Occasionally, in some lessons, expectations of work do not match the pupils' current levels of attainment, sometimes being too high and sometimes too low for the majority of pupils. This is the case in some science lessons in Year 2 and mathematics lessons in Year1.
19. Teachers manage their pupils well and the pupils respond well to the teachers' high expectations of their behaviour and effort. The very good relationships between pupils and their teachers support this aspect well. Teachers are patient and encouraging towards their pupils. They know their pupils well, are interested in them and want them to do well at school. This helps pupils to develop very good attitudes to learning and to feel confident to try to do their best. In one class, the teacher is very occasionally overly strict with pupils. Although the teacher is well intentioned and keen for all of the children to achieve well, it needs also to be acknowledged that some pupils in the class have different and sometimes complex needs and may need additional support and encouragement.
20. Joint planning of lessons by teachers working with classes in the same year group provides consistency and the effective sharing of skills. This is important, bearing in mind that some teachers are on temporary contracts and some are relatively new to the school and to teaching. However, in a few instances the year group planning is sometimes not then sufficiently adapted to the needs of pupils in each of the classes. For a variety of reasons, including the age of pupils, the length of time they have been attending school and pupil mobility, overall attainment levels of pupils in each class in the same year group are not necessarily the same. It was noted in a few lessons seen that, although the delivery of the same planned lesson worked very effectively in one class, it did not necessarily work effectively in others because of these differences in pupils' attainment levels. In a science lesson in one Year 2 class, for example, pupils were planning an experiment. This lesson worked well in this class, but in a parallel class the work was too complex for most of the pupils.
21. Teachers are well prepared for lessons. Learning objectives are clearly defined and these are shared with pupils, helping them to understand the purpose of the work. Resources and activities

are chosen carefully and worksheets are of good quality. Good use is made of visual aids and the whiteboards to provide information and prompts for pupils that help them learn. A particularly good feature of the teaching in many subjects is the attention given to the development and explanations of subject specific vocabulary. This was seen across a number of subjects and is successful in extending pupils' vocabulary and enabling them to access the curriculum. This is especially important in the context of a very high proportion of pupils who speak English as an additional language. More use should be made of pupils' home languages to promote discussion between pupils and thereby extend their learning.

22. There is a good balance between whole class teaching and group work. Introductions to lessons are most often good with clear explanations and good questioning evident in many lessons. Endings of lessons are used well to consolidate and evaluate pupils' learning.
23. In those lessons seen where teaching is particularly good, teachers often have very good subject knowledge, the tasks are particularly challenging and the pace very brisk. For example, this was seen in a number of lessons in information and communication technology taught by the coordinator. Explanations and instruction were very clear and precise and the lessons proceeded at a very good pace so that not a minute was wasted. Similarly in a number of mathematics lessons, pupils were very challenged by the pace, questioning was very focused and, as soon as the pupils understood, the lesson quickly moved on to the next stage. In these sessions teachers were also quick to note when some pupils did not volunteer to answer and skilfully questioned them and provided reinforcement, ensuring that no pupils were left behind. In one excellent mathematics lesson in Year 3, the planning, preparation and pace of the lesson were faultless, so that not a second was wasted as pupils moved from one activity to another with intense interest and enthusiasm. The teaching was highly focused and skilled and a very wide range of interesting yet challenging activities made learning fun, so that pupils' attention never strayed for a second.
24. Teaching in three of the lessons seen was unsatisfactory; in two lessons in Year 2 and in one lesson in Year 1. In these lessons, weaknesses relate to an inappropriate match of work to a significant proportion of the pupils and on one occasion there was also a slow pace to the lesson.
25. Homework is used consistently well to support pupils' learning and covers a wide range of subjects. Tasks are varied and are carefully chosen to match pupils' age and interests. Some homework involves learning spellings or number facts and some involves formal recording. Sometimes, pupils are asked to find out about something, a famous person, for example, or to carry out a science challenge.
26. Support staff and volunteers are in the main well deployed to support pupils. Good examples can be seen in lessons in information and communication and technology where additional teachers or adults work alongside the teacher leading the lesson. However, at times, the deployment is inappropriate. The practice of deploying support staff to hearing children read during whole class teaching sessions, either within the class or outside of it, is unsatisfactory. It results in pupils missing important parts of lessons and is also often distracting to other pupils within the class. Teachers and the support staff provide good support for pupils with special needs and those who are in the early stages of learning English.
27. Support and teaching of pupils on the special needs register are good and are very focused and specific to pupils' needs. Lessons have a good pace and high expectations, constant repetition, reinforcement and use of praise all help pupils make good progress. The support for pupils with a Statement of Special Educational Need provided by their learning support assistants is very good. Staff achieve the right balance of supporting and encouraging pupils while fostering the children's independence and encouraging them to work with their peers. They know their pupils well and this makes for very timely intervention. In addition, the special needs co-ordinator and other specialists, provide specific learning support for statemented pupils with physical, sensory, behavioural and learning and communication difficulties
28. The teaching of pupils with English as an additional language is good, both in small withdrawal groups where pupils may be drawn from different classes to work with a bilingual teacher, or when

the attached teacher with responsibility for this aspect supports groups of pupils within the class. These teachers have good understanding of how bilingual pupils learn and use both English and community languages effectively to enable pupils to learn and access the curriculum. The provision enables pupils, including refugee children to settle well into school and to access the curriculum. In view of the changes in the school's intake, teaching staff could benefit from further training in how best to meet the needs of those pupils learning English as an additional language

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

29. The previous inspection found that not enough emphasis was given to investigations in mathematics and science. The school has addressed this issue successfully in mathematics and has made satisfactory improvement in developing investigative work in science.
30. The range and quality of learning opportunities are satisfactory in the Foundation Stage and good at Key Stage 1 and in Year 3. Recent changes to the curriculum for the Foundation Stage highlight the need for the school to now extend its outdoor play provision. The staff have been exploring ways of arranging this, although the nature of the school site means making changes is not something which will be easily achieved. The curriculum at Key Stage 1 and in Year 3 has good breadth and balance. Statutory requirements are met and good attention is given to all the subjects of the National Curriculum and religious education. All pupils have equal access to the curriculum and the school's policy for equal opportunities is well implemented. However, more care should be taken with the arrangements for additional reading practice to ensure less disruption to lessons and to ensure that those benefiting from this support do not lose out on other important teaching. In accordance with the Governing Body's policies, appropriate arrangements are made for drugs education, but governors have decided that sex education should not form part of the school's curriculum. There is a very good programme of personal and social education, which reinforces the school's values and ethos and promotes very good relationships and racial harmony.
31. The curriculum is well thought out. An appropriate emphasis is placed on the teaching of English and mathematics, which results in high achievement in these subjects. As part of its on-going process of self-evaluation and review, the school is working hard to develop its curriculum planning in the light of the most recent national guidance. Where subjects have already been reviewed, such as information and communication technology, good use has been made of guidance from the Qualifications and Curriculum Authority. Using this guidance and the school's own helpful policies and with oversight by subject co-ordinators and year group leaders, teachers successfully plan their schemes of work together in year groups. This provides for consistency and continuity between parallel classes.
32. The school's strategies for literacy and numeracy are well established and are successful in developing pupils' competency in basic skills across the curriculum. There are good and relevant opportunities to incorporate literacy skills, especially reading and writing skills, across other subjects such as science, history and religious education. There are also good opportunities to develop pupils' mathematical skills across the curriculum. For example, pupils in Year 3 interpret data in tables to find out facts about the Solar System. A particular strength is the way in which pupils develop their competency in mathematics through the use of work on computers. For example, pupils in Year 2 collect information and learn to present it in the form of graphs or tables, using a data-handling program.
33. The provision of extra-curricular activities is satisfactory. The parents pay for ballroom dancing, short tennis and drama and the school offers an art club, which is free. However, the school is very effective in its use of many visits to museums, places of worship, local shops and places of historical interest, such as St Albans, to enrich and enhance the school's curriculum.
34. The links which the school forms with the community are good. They provide a focus on the outside world and bring the community into the school. Both male and female speakers at

- assemblies and other visitors to school, such as representatives of different faiths or cultural backgrounds, the fire and police services, provide respected role models for its pupils. Of particular note is the use of an artist in residence to work with the children to design and paint murals in the school corridors. The school carefully cultivates links with industrial, commercial and charitable organisations giving great impetus to pupils' curricular experience, such as developing a greater awareness of the environment and in supporting those less fortunate than themselves.
35. The school has good links with feeder and other schools. The relationship with the Middle School is particularly strong and ensures a smooth transition for pupils and enriches curricular opportunities. For example, teachers from both schools work closely together in planning the curriculum for pupils in Years 3 and 4, particularly in science and mathematics. Links between the two schools in relation to pupils with special educational need and pastoral arrangements are especially good. Teachers from both schools often attend in-service training together and there are opportunities for both staff and pupils to visit each other's schools. There was also considerable liaison between the schools when setting up the information and communication technology suites.
  36. Pupils with special educational needs and those for whom English is an additional language have full access to the National Curriculum. The school uses an appropriate mixture of specialist withdrawal groups and in-class support to ensure that the individual needs of these pupils are met.
  37. The provision for the spiritual, moral, social and cultural development of pupils is very good and has been maintained at a high standard since the last inspection.
  38. There is a good spiritual dimension to the curriculum and good examples were observed in science lessons about the earth and other planets in the solar system. One particular moment of awe and wonder occurred when pupils realised that moonlight was reflected light from the sun. Another example was seen in a religious education lesson when older pupils contemplated the concept of overcoming fear and risking one's life to save other people. There were further examples in art lessons and there is a strong spiritual content in many of the pictures and displays around the school, which provide pupils' with opportunities to reflect.
  39. The spiritual provision is further enhanced by daily acts of worship both in class and whole school assemblies. Pupils are given time to reflect on their own and other religions and to understand the importance of spiritual awareness as an essential part of the whole person. Through assemblies and religious education the school promotes and celebrates a wide variety of religious festivals which reflect the different faith communities found within the school including Diwali, Hanukkah, Eid as well as the major Christian festivals. There are visits to the local Anglican Church, St. Andrews and a nearby Synagogue and Mosque all of which contribute to the spiritual dimension.
  40. There is very good provision for pupils' moral development. The staff in the school promote high expectations regarding behaviour and instil a strong sense of right and wrong by making sure that all pupils fully understand the impact that their actions can have on others. The respect shown by adults towards each other and towards pupils set a good example and establish the concepts of justice and fairness. Moral issues such as kindness, sharing, expressing regret, are incorporated into the curriculum and into the themes and stories used for whole school assemblies.
  41. The provision for pupils' social development is also very good. Pupils are taught to share and to respect the values, beliefs and cultural diversity of others through the well-structured personal, social and health education programme. Many opportunities are provided during lessons for pupils to collaborate and support each other's learning and this is a strong feature of the teaching. Pupils are encouraged to take responsibility, helping with the organisation of lessons, being the class leader for a day, helping others when changing for physical education, collecting and returning registers and becoming monitors in the library.
  42. Pupils are encouraged to develop a sense of social responsibility by supporting a number of charities, including the Romanian Street Children, the nearby 'St. Lukes' hospice and the Mayors 'Teddy Bear Fund' as well as national charities such as 'Poppy Day' and 'Alexandra Rose Day'.

The school has a long established association with the charity 'Guide Dogs for the Blind.' The best evidence of the school's social and moral provision is the response of pupils to the school and the respect they afford to each other and to school property. Pupils value the many artefacts, indoor plants, pictures and displays around the school, but do not interfere with them.

43. The school makes very good provision for the development of pupils' understanding of British cultural traditions and the diverse historic cultural traditions that are represented within the school. Through music, art, history and literature the school promotes a very good understanding of a broad range of cultures. The provision is well supported by visiting artists, theatre groups and musicians. The school also celebrates the ethnic and cultural diversity of pupils through its choice of artefacts, displays, photographs, the religious education syllabus, assemblies and cross curricular themes that celebrate the rich cultural diversity found in the school.
44. The displays around the school include examples of Asian, African, Chinese, Middle Eastern and European art and artefacts and reflect both the aesthetic and religious context of the school's diverse population. The school has some texts in other languages which are of particular help to those pupils who are relatively new to this country and who may initially have limited understanding of the English language, but may be able to read or recognise print in their home language. These could now be usefully extended.

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

45. The provision for the support, guidance and welfare of pupils is good. Teachers and support staff provide a caring, secure and supportive environment and know and understand their pupils well. Health and safety procedures are diligent and include a good provision for first aid. Child protection procedures are effective. The deputy headteacher is the designated co-ordinator and staff are diligent and well trained. There are established links with all of the appropriate outside agencies.
46. Personal, social and health education is incorporated into the timetable and there are schemes of work to support all aspects of social education including health, hygiene, drugs awareness and citizenship. The school governors have decided not to provide sex education to pupils at this young age. Hygiene practice is very good and all pupils are encouraged to wash their hands before lunch and after going to the toilet. There are effective procedures for assessing, monitoring and reporting on pupils' personal development.
47. The policies and procedures for promoting and monitoring behaviour are very good. Staff are well trained in the implementation of the recommended behaviour management policies that reward both academic effort and personal achievement. The result is an achievement driven culture with individual successes on a wide range of themes including very good behaviour, trying hard, being helpful and those for good work. Pupils' efforts and successes are regularly celebrated in whole school assemblies. Any incidents of poor behaviour such as harassment or bullying, or any unacceptable attitudes towards others, should they occur, are quickly and effectively dealt with. The procedures for promoting and monitoring attendance are very good and have contributed to an improvement in attendance and punctuality since the last inspection.
48. The school actively promotes equality of opportunity through all aspects of the educational, recreational and welfare provision. Pupils gain in confidence during their time at the school and are well prepared for the next phase of their education. Overall, the school is a caring institution that continues to provide the good support, guidance and standards of welfare reported after the last inspection.
49. The monitoring and support of pupils' academic development are good. Teachers maintain records of pupils' achievements. They complete record sheets each half term for English, mathematics, science and information and communication technology and at the end of each term in the other subjects. Examples of pupils' work across the complete range of subjects are kept and built up into a pupil profile. The information given to parents in pupils' end of year reports meets statutory requirements, is reasonably detailed and clearly states what pupils do well and what they need to

do to improve. Parents feel that they are informative about academic performance and about pupils' personal and social progress. Individual target setting has been introduced for pupils in English and mathematics and these targets are identified in their reports and in the information provided on transfer to the Middle School.

50. Procedures for assessing pupils' attainment and progress are good. A clear assessment policy has appropriate aims and objectives and outlines ways in which the teachers gather and record evidence of attainment. It ensures that a consistent approach to assessment is maintained throughout the school. Teachers assess samples of work in English, mathematics, science and information and communication technology against agreed National Curriculum levels of attainment. As a result, teachers' assessments in the 2000 national tests were close to pupils' actual results. Teachers' on-going assessments are effectively supported by formal procedures such as baseline assessment, end of Key Stage 1 national tests, standardised reading tests and tests provided by the Qualifications and Curriculum Authority. These provide useful information in tracking pupils' progress and in guiding their next steps of learning. The analysis of information from national tests is used well to guide teachers when planning and evaluating the curriculum and to identify targets for improvement.
51. The school complies with the statutory requirements for pupils with a Statement of Special Educational Needs. Pupils' progress is reviewed regularly in relation to the targets set out in their individual education plans. The school is aware of the need to ensure careful diagnostic assessment of pupils who also require support in learning English as an additional language. Assessments of the progress made by pupils who are in the early stages of learning English take place regularly. The school maintains a good liaison with the staff at the Harrow Ethnic Minority Achievement Service and the London Borough of Harrow Research Information Department who collect and analyse data on the changing needs of the school and who also analyse results by ethnicity.

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

52. The majority of parents who responded to the questionnaire have very positive views of the school and consider that it provides a caring and supporting environment within which their children make good progress and realise their full potential. They appreciate the guidance and information provided by the school and this enables them to make a positive and effective contribution to their children's learning. The inspectors agree with the positive views, particularly those referring to the quality of teaching, the educational standards achieved and the good behaviour and pupils' good attitudes to learning.
53. The few concerns expressed through the pre-inspection meeting and returned questionnaires; about variations in the implementation of the homework policy were judged by the inspectors to be unsubstantiated. Homework is well matched to the needs of the pupils and there is a good range of homework set which reinforces learning and introduces appropriate opportunities for independent work. Some parents feel that, although the meeting for parents in the autumn term provides a useful opportunity for them to find out how well their children have adapted to a new class and teacher, the meeting, being so close to the start of the year, provides little information at this stage about pupil progress. There is then a significant gap between this meeting and the next formal parents' meeting and inspectors acknowledge that this is the case. Aside from this, the teachers make themselves available for additional consultation should this be necessary. The information provided for parents and consultation opportunities are generally good and provide a clear view of pupils' attainment and progress, with targets for future development.
54. The school makes every endeavour to create a close working partnership with parents. There is a home-school agreement that clearly defines the expectations and responsibilities of both parties. From the Foundation Stage, the school provides parents with printed guides to help them work with their children, particularly in reading and mathematics. These helpful learning guides have not yet, however, been provided in a form that is useful to those parents who are newly arrived in Britain or where parents are not fluent in English. The school does provide a ten-week course to help parents who have a limited experience of the education system in this country, to understand

how they can support their children's learning at home and this is a very positive development. In view of the school's changing intake, the school will need to continue to explore ways to involve all groups of parents and to keep them informed. The school prospectus does not fully comply with statutory requirements.

55. There is no formal parent teacher association, but many parents support school activities and help with the organisation of social and fund raising events. A number of parents help by hearing readers and assisting with extra curricular activities and their contribution is valued and appreciated. Annual progress reports are informative, include a commentary on pupils' academic, personal and social progress and provide guidance as to how parents can help their children overcome any weaknesses and build on identified strengths. There are good induction programmes for new pupils and their parents. Overall, the links with parents and the impact of their involvement in the school are good.

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

56. The good leadership and management for the school identified in the last inspection report have been strengthened and improved further. The headteacher provides very good leadership and a very clear educational direction. She is very committed to the school and to its pupils and she plays a key role in establishing and maintaining a very supportive and caring ethos for all of the pupils who attend Roxbourne First School. Furthermore the headteacher has a strong commitment to raising standards, to developing staff and to continually extending what the school offers. The style of leadership is a collegial one where every endeavour is made to utilise the staff's skills. The headteacher is ably supported by the deputy headteacher and she and the headteacher work well together as a team, while having clearly defined roles and responsibilities.
57. Year group managers and subject co-ordinators make a good contribution to school management and their work has a significant impact on the success of the school. The very good relationships that exist between all of the staff and with senior managers make a very positive contribution to school management; communications are very effective and staff morale is high. Staff share their expertise and support each other well. The headteacher and staff work effectively to regularly review what the school offers and are constantly seeking to make further improvements. The school is currently in the process of developing and implementing a rigorous and continuous programme of self-evaluation.
58. Teaching is very well supported by advice and training and the teaching across all of the subjects is monitored periodically by the headteacher, deputy headteacher and subject coordinators. There are regular Local Education Authority reviews with specific foci. Teachers planning and pupils' work are also scrutinised regularly to ensure consistency across year groups and progression as pupils move up through the school. In the past, feedback from monitoring exercises has tended to be relatively informal. This process is now being extended to provide written feedback. This will assist the headteacher in the implementation of the new systems for reviewing the performance of teachers which is currently being introduced in all schools.
59. The school has a very clear set of aims. The extent to which these aims and values are reflected in all aspects of the school's work is very good. All of the staff at Roxbourne have a strong commitment to the school and many have been at the school for some time. The children are highly valued and respected. This is a very strong feature of the school and one which is effective in raising pupils' self-esteem. As a result, the children are confident to try to do their best and there are very good relationships in the school. This makes the school a very happy place.
60. The deputy headteacher is the special needs co-ordinator. She manages special needs work very well; both supporting and monitoring the provision, ensuring that statutory requirements are met and in providing in class support for pupils on the special needs register. She also leads the team of special needs support assistants and organises training for them and the teaching staff. She maintains the Special Needs Register to which names of pupils are added after assessment and

from which names are taken off when it is felt that the pupil has made enough progress to be fully integrated in mainstream activity. The special needs governor is very interested and involved and makes a good contribution. There are regular reports on the special needs provision to the governing body through the headteacher's reports. The school extends its special needs provision to include those pupils whose attainments are especially high. The coordinator also provides additional teaching for these groups of pupils on a weekly basis.

61. The provision for pupils with English as an additional language is co-ordinated well by the designated teacher. She monitors the progress of those children receiving support and regularly reviews pupils' progress. The co-ordinator is implementing a borough training programme for parents which is effective in increasing their understanding of the British education system and could also serve as a forum to enable more parents from minority groups to become involved in the school.
62. The school development planning process is good. The school self-evaluation process currently being developed is central to the development planning process. The staff and subject coordinators' views and reviews of work in their subjects are central to the planning process. Governors are kept informed of progress towards the targets and the Chair of Governors is a member of the self- evaluation team and thereby establishes a strong link between governors and senior managers.
63. Governors fulfil their statutory responsibilities apart from a minor omission from the school prospectus. In line with new regulations, the previous joint governing body of the First and Middle schools has been reorganised into two separate governing bodies. Governors are very committed, supportive and interested. They bring a range of expertise to the school. They have the potential to make a good contribution to the strategic development of the school now that they are firmly established and sub-committees have been set up and are in operation.
64. The provision of teachers and learning support staff is sufficient for the number of pupils on roll and the match of qualifications and experience to the requirements of the National Curriculum is satisfactory. The induction procedures for new staff and for newly qualified teachers are good and include monitoring and mentoring support as appropriate. Despite the large proportion of pupils from ethnic minority families and those with English as an additional language, currently only those teachers employed under the Ethnic Minority Achievement Grant are drawn from minority ethnic backgrounds. When vacancies arise, the headteacher and governors have endeavoured to attract teaching staff from ethnic minority backgrounds and have been successful in making such an appointment recently; a teacher speaking community language is to start work at the school after Christmas. The school should continue to try to attract teaching and support staff from different ethnic backgrounds. This will serve to provide positive role models for pupils and support the school in communication in languages other than English.
65. There are good procedures for evaluating performance and determining the professional development needs of all staff, including those who support the school in an administrative role. Training in pupil management and play leadership has also been provided for lunchtime supervisors. The procedures for performance management are firmly established.
66. The accommodation is satisfactory, overall, with some good features and some areas of weakness. The school is located on a secure and attractively landscaped site with a range of hard surfaced and grassed areas including some mature trees and laid out gardens. The site and buildings are shared with Roxbourne Middle School. Poor drainage limits the use of many outside areas, particularly during the winter months. Even the hard surfaced areas were not suitable for physical education or games during the week of the inspection because they were water logged. There is at present no dedicated play or outdoor learning area for pupils in the Foundation Stage of learning and this is a significant weakness in view of the new curriculum guidance in relation to pupils in the reception classes. However, because of the fairly limited outdoor space and the sloping nature of some of the play surfaces, the school will need to think carefully the best way to extend its current provision.

67. The main building is supplemented by a number of temporary classrooms, but these are in good condition. All of the accommodation is well maintained and cleaned to a high standard. There is adequate accommodation to meet the requirements of the National Curriculum. There is a very good information and communication technology suite, a small but attractive library and the assembly hall is equipped for physical education.
68. The displays in classrooms and around the school celebrate pupils' work and include many pictures and artefacts to provide information and stimulate interest across the curriculum. These cover a wide range of topics, including those drawn from different religious and cultural traditions. The quality of displays is a strong feature of the school and together with a wide variety of in-door plants create a welcoming and stimulating environment. Even the pupils' toilets contain framed pictures and potted plants. Accommodation is well managed and used effectively.
69. The provision of learning resources is satisfactory and these are mainly of good quality. The resources for information and communications technology and art are especially good. The provision of outdoor equipment for pupils in the Foundation Stage is currently poor; there is a lack of climbing equipment and wheeled toys to stimulate the development of large motor skills for pupils in the reception classes. Some of the classroom equipment for the Foundation Stage of Learning also needs extending and updating.
70. There are effective systems in place to ensure that value for money is obtained when ordering goods and buying in services. Budget planning is clearly linked to the identified educational priorities and the school makes good use of specific grants. The items identified in the recent auditor's report have been addressed.
71. The office staff are conscientious and efficient, ensuring a very good standard of day-to-day administration and control of the school's budget. The administrative staff support the work of the headteacher and class teachers and they provide a good contact point for pupils, parents and visitors making a good contribution to the effective communication and the warm welcome evident to anyone visiting the school.
72. Pupils enter the school with a fairly wide spread of prior attainment levels. However, attainment, overall, is above that which children generally achieve. Pupils of all abilities make good progress during their time at this school and achieve high standards in a number of subjects. The school is well led and managed. The teaching is good and pupils have very good attitudes to school. The cost per pupil is fairly low. Progress since the last inspection is good. When consideration is given to all of these factors, the school provides good value for money.

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

- a) Improve the provision for children in the Foundation Stage of Learning by exploring ways to develop a safe and secure outdoor play area and purchasing the necessary large toys and equipment, so as to enable the children to practise and extend their physical skills.

*(See paragraphs 66,69,82)*

- b) In a context where the school population is changing in terms of cultural and socio- economic circumstances the school must ensure that its development planning in both the short and longer term continues to:
- monitor and evaluate the quality of provision and performance of the different, socio- economic, cultural and ethnic groups in the school;
  - explore ways of extending further the good provision for English as an additional language to include more communications between pupils and with parents in community languages, and,
  - ensure that performance management systems include the review and support of staff needs to enable them to continue to meet the needs of the school's changing population.

*(See paragraphs 4,19,20,54,64,91)*

### **Minor issues for development**

- Ensure that when pupils are heard reading by support staff and volunteers they do not miss out on vital parts of lessons nor interrupt the delivery of the lesson and other pupils' learning.

*(See paragraphs 26,30,108)*

- Ensure that the contents of the school prospectus meet statutory requirements.

*(See paragraphs 63,54)*

- Provide further appropriate professional development for the staff in the teaching of religious education and music

*(See paragraphs 18,152,162)*

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	76
Number of discussions with staff, governors, other adults and pupils	29

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	21	43	31	4	0	0

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

### Information about the school's pupils

<b>Pupils on the school's roll</b>	YR – Y3
Number of pupils on the school's roll (FTE for part-time pupils)	301
Number of full-time pupils eligible for free school meals	43

<b>Special educational needs</b>	YR – Y3
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	41

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	147

<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	43
Pupils who left the school other than at the usual time of leaving	49

### Attendance

#### Authorised absence

	%
School data	6.1
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

### **Attainment at the end of Key Stage 1**

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	34	54	88

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	30	30	34
	Girls	50	48	53
	Total	80	78	87
Percentage of pupils at NC level 2 or above	School	91 (87)	88 (84)	99 (93)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	28	30	31
	Girls	46	50	49
	Total	74	80	80
Percentage of pupils at NC level 2 or above	School	84 (83)	91 (82)	91 (81)
	National	84 (82)	88 (86)	88 (87)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	6
Black – African heritage	6
Black – other	7
Indian	62
Pakistani	8
Bangladeshi	0
Chinese	7
White	90
Any other minority ethnic group	69

*This table refers to pupils of compulsory school age only.*

### ***Teachers and classes***

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

Total number of qualified teachers (FTE)	13.8
Number of pupils per qualified teacher	21.8
Average class size	27.4

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

Total number of education support staff	13
Total aggregate hours worked per week	188

### ***Exclusions in the last school year***

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

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

### ***Financial information***

Financial year	1998/99
	£
Total income	632,257
Total expenditure	644,585
Expenditure per pupil	1853
Balance brought forward from previous year	49,151
Balance carried forward to next year	36,823

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	300
Number of questionnaires returned	63

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	25	5	0	0
My child is making good progress in school.	49	46	3	0	2
Behaviour in the school is good.	56	41	3	0	0
My child gets the right amount of work to do at home.	43	44	10	3	0
The teaching is good.	62	35	3	0	0
I am kept well informed about how my child is getting on.	34	56	8	2	0
I would feel comfortable about approaching the school with questions or a problem.	59	36	5	0	0
The school expects my child to work hard and achieve his or her best.	58	33	5	2	2
The school works closely with parents.	42	44	12	2	0
The school is well led and managed.	70	22	3	2	3
The school is helping my child become mature and responsible.	63	32	5	0	0
The school provides an interesting range of activities outside lessons.	38	49	8	3	2

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

73. The school has maintained the satisfactory provision for children in the Foundation Stage described in the previous report. At the time of the inspection the school had two reception classes and a third will be opened in January 2001 to admit the children with summer birthdays. The present reception children initially attended on a part-time basis and have been attending school full-time after the first 4 weeks.
74. The reception class teachers are currently adapting the curriculum to ensure that they make suitable provision for children in the Foundation Stage and address all the early learning goals in the recently issued national guidance. The school is involved with Effective Early Learning Project. However, the teacher who received the initial training has since left the school. The current staff are continuing with the project.
75. Baseline assessments for children in the previous Reception Year show that children enter the school with good skills in speaking and listening, mathematics and personal and social development. The assessments for the children currently in reception have not yet been finalised, but inspection evidence indicates that although there is a fairly wide range of attainment, overall attainment in speaking and listening, mathematics and personal and social development. is good. Children make good progress during the Reception Year and the majority are on course to attain or exceed the early learning goals by the end of the year. There are a number of children for whom English is an additional language. A small number are at the early stages of learning English. These children make good progress and most of them are likely to attain or exceed the early learning goals by the end of the Reception Year. Children with special education needs are well supported and make good progress.

### **Personal, social and emotional development**

76. Teachers and support staff give a high priority to the children's personal, social and emotional development. Children have settled well into school and are familiar with class routines. At the beginning of the day, children settle happily to the range of activities set out and are unaffected when their parents or carers leave. Staff create a happy and welcoming environment with well-established routines. This helps children to feel secure and builds their confidence. The children respond very well to staff and to the good role models they provide which helps them to develop good social skills. Children play and work together well. They show consideration to each other and are helped to apologise effectively if they hurt or upset one another by their actions. In physical education lessons, children are able to change independently and help each other with difficult fastenings on their clothes. They are enthusiastic about their learning. For example, they greatly enjoyed making porridge as part of their work based on "The Three Bears". In a Circle Time session children talked about looking after their own bears. They are developing very caring attitudes and also are learning to take turns and listen patiently to one another. Children with special educational needs and those for whom English is an additional language are well supported in both classes and make good progress towards the early learning goals for personal, social and emotional development. The staff also promote children's personal, social and emotional development well by ensuring that equipment and resources that the children use are readily accessible to them, which helps them to become independent. Children are made to feel valued and to learn right from wrong in a positive way, which enhances their self-esteem. In each reception class there is a small number of children with significant special educational needs. Other children are very accepting and supportive of them, following the positive role models from teachers and support staff.

### **Communication, language and literacy**

77. Children enjoy listening to stories and readily share books together or with staff. During the inspection week, their activities were based on the story of "The Three Bears". Children know the story well and greatly enjoy listening to different versions of it. Several of them were eager to share books with visitors and talked animatedly about them. They understand that print conveys meaning and use the pictures to tell the story. A small number of children have already begun to read and are working at the early National Curriculum levels for English. Teaching in this area of learning is at least satisfactory and is often good. Teachers and support staff provide a good range of activities to develop children's language and communication skills. They use resources well, including puppets in their story telling. This is very helpful for children who are at the early stages of learning English, but engages the interest of all children and helps them to achieve. In all activities, adults use questions well and help children to develop their vocabulary. Children listen well to their teachers and to each other. They are developing good knowledge of sounds and learning the meanings of new words. Elements of the National Literacy Framework are being used in the reception classes. A good understanding of phonics is developed through effective word, sentence and text level work using well-known stories and rhymes. Teachers provide a good variety of stories about bears; for example, to stimulate children's interest and develop their literacy skills. The aspect of writing is less well developed. Staff encourage children to write but many are reluctant to do so. Some children are able to write their names independently and a small number of higher attaining children are already able to write simple sentences. The majority lack confidence at present and do not yet regard themselves as "writers". Staff work hard to provide opportunities for children to write independently and so increase their confidence and skill. However, more should be done in this area. For example, by varying the focus of the imaginative play areas to include a wider variety of purposes for writing. The majority of children are on course to meet the early learning goals for communication, language and literacy by the end of the Reception Year and a small number are likely to exceed this.

### **Mathematical development**

78. When they enter the reception classes most children can name the primary colours, red, yellow and blue and some secondary colours. They can recognise and name some 2dimensional shapes such as circle, square and triangle. Most can recite numbers from 1 to 10 and also count backwards from 10. Some higher attaining children can count well beyond this with accuracy and are also able to write the numbers correctly in sequence. They can count and match numbers accurately to 10, matching fingers to objects and many can identify missing numbers in a sequence. Teachers are using the story of "The Three Bears" to develop well children's mathematical language. Children order the bears by size and can match the big, medium and little objects to Daddy, Mummy and Baby Bear. Teachers provide a satisfactory range of games and puzzles to support children in sorting, ordering, matching and counting. In both classes, children were making porridge for the three bears and adults involved used the opportunity effectively to develop children's mathematical vocabulary. Children enjoy singing a range of number rhymes and songs. The majority of children are on course to attain the nationally expected level for mathematical development by the end of the reception year and some are expected to exceed this.
79. Teaching of this area of learning is consistently good. Teachers and support assistants make good use of questions. They help children to see the mathematics all around them and encourage them to use their growing understanding to solve problems. Sessions are well planned and organised which moves children's learning forward at a brisk pace.

### **Knowledge and understanding of the world**

80. Children enter the reception classes with a satisfactory knowledge and understanding of the world. They build on this to help them understand more about where they live and what has happened to them since they were babies. In a physical education lesson children were able to talk about their hearts beating faster after they have been running and know that exercise makes their muscles stronger. When making porridge they talk about how the porridge will change when it is heated and they understand that hot things must be handled carefully. They are aware that they should

wash their hands before cooking. The children use the computer confidently when supported by an adult. Some can already use the mouse to move objects on the screen and can recognise some letters on the keyboard. They develop an awareness of their senses such as touch and smell. However, more should be done to extend children's knowledge and understanding of the world, by providing a wider range of more challenging and investigative activities to promote early scientific and technological skills. Children are encouraged to explore the world around them by using a range of modelling materials and playing with sand and water. This is usually free play and there are some missed opportunities to promote learning through this play. Children use a range of construction materials such as 'sticklebricks' to make models. They can operate a cassette player to listen to stories. Teaching of this area of learning is satisfactory. Teachers are still developing The Foundation Stage curriculum to take account of new guidance for children of this age and are aware of the need to develop resources to provide a wider range of challenging activities for the children. Children's attainment in this aspect is in line with levels expected for their age.

### **Physical development**

81. Children's physical skills are well developed and several pupils are already meeting the early learning goals for this aspect. In physical education lessons children run, jump and balance with good control. Their movements are well co-ordinated and they are able to move quickly or slowly in response to the teacher's use of different musical instruments. They use the hall space well as they move around and are aware of other children. They enjoy the lesson and work with effort. In using apparatus in the hall the children are confident in their movements. They explore different ways of travelling along the apparatus and jumping on to the mats. In the classroom, children are developing good control in using pencils, crayons and brushes. They use scissors and glue sticks confidently to cut and join materials and enjoy using different construction toys to build models.
82. At present there is no dedicated outdoor play space for children in the Foundation Stage. This is a difficulty for the school as outdoor space is very limited and much of it is not well arranged to accommodate the range of activities needed. The fact that much of the playground space is on a slight slope also poses a difficulty. There are no large wheeled toys or climbing frames at present. Whilst most children have well developed physical skills, a small number, including some children with special educational needs, are not well co-ordinated and would benefit from greater opportunities for regular and structured outdoor play. The school recognises the need to provide better facilities in order to provide the full range of activities required for the Foundation Stage curriculum and is exploring ways to extend provision.
83. The quality of teaching is good in this aspect. Teachers provide activities to develop children's manipulative skills. They provide a variety of tools and apparatus and demonstrate their use. They build well on children's existing skills to maintain steady gains in children's learning.

### **Creative development**

84. Children are on course to attain the early learning goals for this aspect by the end of the reception year. Children enter the nursery with average skills. They use paint confidently and present their ideas through a variety of techniques including modelling from junk materials and making collage pictures. They mix paints to make different colours. Children had brought in their own teddy bears to help them enact the story of "Goldilocks" and enjoyed playing out the story together.
85. Children enjoy listening to music and singing rhymes and action songs. Many can already clap in time while singing familiar rhymes. There are a few opportunities for children to explore percussion instruments in their classrooms and develop their own musical ideas, but these could be developed further.
86. Provision for children in the Foundation Stage is satisfactory, overall, with some good features. Both teachers are new to the Foundation Stage and are still adapting and developing the provision to take account of new guidance given to all schools from September. The support staff are fully

involved in the work and make an effective contribution to children's learning. Planning takes account of the nationally recommended early learning goals. Teachers make regular observations and assessments of the children as recommended in the Effective Early Learning project and these are used to inform their future teaching.

## ENGLISH

87. Standards of attainment in English are good in all areas of the subject. Results in national tests have continued to improve since the last inspection. The most recent results in the tests are above the national average for all primary schools and above the national average for schools with a similar intake. These results also show a proportion of pupils who attained the higher Level 3, which is well above the national average for both reading and writing. There are no differences in attainment for pupils from different ethnic backgrounds. Inspection evidence indicates that pupils currently in Year 2 are attaining good standards and that pupils in Year 3 are also attaining good standards.
88. Although pupils' overall attainment levels in speaking and listening are above the national age related expectations, some pupils entering the school have fairly restricted skills in English language and a number of pupils currently at the school are recent entrants to this country. Standards in speaking and listening are above national expectations by the end of Key Stage 1 and in Year 3. Pupils aged seven take an active part in discussion during the literacy lessons. They explain their opinions confidently and when prompted give full and extended answers. For example, when pupils in Year 2 retold the story of Goldilocks and the Three Bears they expressed clearly their views about different endings to the story. In another lesson in Year 3, pupils spoke confidently, using correct technical terms such as contents and glossary when talking about books they have read. They express themselves clearly when evaluating their own progress in relation to the target set at the beginning of the lessons. Pupils also have opportunities to extend their experience of speaking by taking part in school productions and choral speaking. Throughout the school, pupils listen well to their teachers and to each other in a variety of contexts.
89. Attainment in reading is above the nationally expected levels by the end of Key Stage 1 and in Year 3. Pupils in Year 3 are competent readers of fiction and can find information from books and dictionaries. They learn the skills of using a Thesaurus. They read with a good level of understanding and their skills in using the library and researching information are developing well. Pupils are developing clear preferences for authors and explain these confidently and with enthusiasm. Pupils with English as an additional language and those with special educational needs make good progress in reading in relation to their prior attainment, most often attaining standards which meet the national expectation by age seven and by the end of Year 3.
90. By age seven, most pupils attain standards in writing which at least meet the national expectation and a good proportion exceed these standards. Their knowledge of grammar and punctuation, the use of capital letters, commas and full stops is good, as seen for example in their writing about the story entitled "The Snowy Day". Pupils make good progress in writing and gain confidence because they write frequently; for example, when completing comprehension tasks, writing poems and stories and writing about their work in other subjects. Children have suitable opportunities to write during the literacy hour, although they would benefit from more opportunities for extended writing. Standards of handwriting are good throughout the school. Younger pupils regularly practise forming their letters correctly. All teachers expect to see good standards of neatness and good presentation of work and pupils respond well to this expectation. Spelling is generally good throughout the school and children are keen to learn new spellings and extend their repertoire. Pupils' knowledge of letter sounds is secure and their learning of spelling patterns is having a positive effect on the work of average and below average pupils in particular. One pupil in Year 2 for example, shared with the whole class his learning of the spelling of 'information' with a good deal of pride and confidence.
91. The quality of teaching is always at least satisfactory and is good, overall. Teachers have a good understanding of how to teach the basic skills of speaking, listening, reading and writing. They use

rich and varied vocabulary to promote pupils' interest in new words and emphasise in their teaching across the range of subjects the development of pupils' vocabulary. Teachers insist that pupils use correct and precise vocabulary and answer in full sentences. Such high expectations encourage pupils to express their ideas well. Teachers should, however, make more use of children's home languages to help bilingual children to develop their ideas and those pupils at the early stage of learning English to access the curriculum. The ends of the literacy sessions are used effectively to encourage pupils to identify what they have learnt and to assess together whether the targets shared at the beginning of the lesson have been met, as well as to make links with what will be taught in the next literacy lesson. Teachers' marking is generally encouraging and helpful to pupils in knowing where they have made mistakes and how they might improve. Homework is used well to support pupils' progress in English.

92. Pupils with special educational needs make good progress in English. Teachers plan lessons and organise their lessons so that these pupils have appropriate work whilst taking a full part in class activity. There is good additional adult support in class both for pupils with special needs and for whom English is an additional language. The classroom assistants are well informed and give good support in lessons.
93. Consistently high standards in English have a positive effect on pupils' work and progress in other subjects. For example, pupils are becoming confident in using information books for independent study, listen well in subjects across the curriculum and have good access to the curriculum because of their good standards in reading.
94. Pupils' attitudes to their work in English are good. They show enthusiasm for reading and enjoy all kinds of books. The children co-operate well in discussions of the shared text and settle quickly to tasks and work hard. Everyone is able to concentrate, because behaviour is very good, with few distractions. Pupils are well motivated and responsible and so they work well and take great pride in their work.
95. The subject is well managed. This has secured good progress in identifying areas for improvement in the teaching and learning. Assessment procedures are good and are used effectively to improve learning opportunities for pupils. Analysis of results in the national tests and optional tests are used effectively to inform teaching and help in raising standards. The Literacy Strategy has been implemented effectively. Most staff have been appropriately trained, and all classes have a literacy session each day. Resources have been increased and are now good. Teachers support each other effectively in preparing lessons to ensure consistency. Good use is made of visits and visitors, for example theatre visits and poets, to extend the curriculum and increase pupils' enjoyment.

## **MATHEMATICS**

96. The good standards and progress identified in the last inspection report have been maintained. Good attention has been given to ensuring that the curriculum gives more attention to investigations and problem solving activities. The overall quality of teaching and the resources have improved and the National Numeracy Strategy has been implemented effectively
97. Pupils' results in the standard assessments at age seven in 2000, the last reporting year, show the percentage of pupils attaining at least the nationally expected Level 2 in mathematics at 99 per cent. This is well above the national average and that for schools in similar contexts. The proportion of pupils attaining the higher Level 3, 40 per cent of pupils, is also well above the national average percentage. Pupils' results have been steadily improving over the past three years from a good starting point.
98. By age seven, average and higher attaining pupils can for example count reliably to 100 and beyond. They understand well place value to hundreds, tens and units and they are beginning to understand the place value to four digits. They practise counting in tens and fives, twenties and

hundreds. Most have a good grasp of number facts and are very confident to explore numbers, quickly identifying sometimes quite complex patterns in number. Lower attaining pupils and those children with special educational needs attain standards in line with nationally expected levels.

99. Work in books and evidence from lessons shows that pupils of all prior attainment levels make good progress as they move up through the school. Progress is good because much of the teaching is both challenging and of a high standard. Pupils throughout the school are becoming adept in mental calculations. For example, pupils in Year 1 are confident to count to 30 forwards and backwards and some can count beyond this. Most can quickly provide answers to questions such as, "How many more do I need to add to 6 to make ten?" In a lesson in Year 2 pupils are confident to multiply two digit numbers by ten mentally and they use this information to then divide by ten. Pupils in Year 3 classes are very confident with numbers. For example, they explain clearly different strategies they use to halve 190 for example, halving 200 then halving ten and taking the five away from one hundred. They then very confidently use their knowledge of doubling and halving when setting up a bingo game. The good development of mental mathematics skills is a strong feature of many of the mathematics lessons seen.
100. Teaching was observed in all classes and ranged from unsatisfactory to excellent. In two thirds of lessons teaching is good or better, with teaching in just under half of lessons being of a particularly high standard. Teaching in two lessons, however, was unsatisfactory. Most teachers have good subject knowledge and have high expectations of their pupils. They recognise that pupils' attainments exceed national expectations and strive to continually raise them further. Teachers' planning is closely matched to the National Numeracy Strategy guidelines and outline clear learning objectives, which are shared with pupils. Preparation for lessons is good, ensuring that activities, equipment and materials are well chosen to match the learning intentions and easily accessible to pupils.
101. Most teachers are confident in teaching the mental mathematics strategies and a number are particularly skilled. These sessions are often conducted at a very brisk pace, enabling pupils to learn well. A few teachers would benefit from further guidance and from observing particularly good practice to extend their own skills further. Sometimes teachers tend to conduct mental mathematics and counting and multiplying activities with pupils in a rather mechanistic way. Although this is effective in reinforcing pupils' skills and increases their speed, it does sometimes offer little to help lower attaining pupils because number charts, hundred squares or other materials are not always used to guide and assist them to improve. Sometimes there are missed opportunities to explore how some pupils calculate their answers, correctly or otherwise.
102. A good feature of all of the teaching is that teachers give good attention to developing pupils' mathematical vocabulary, which is especially important bearing in mind the high proportion of pupils for whom English is an additional language. Teachers also relate mathematics well to pupils' everyday lives and experiences, which makes it more meaningful.
103. Group and independent tasks are usually well planned to meet the needs of different groups of pupils within the class and in most instances this is very successful in challenging the most able pupils. However, in one lesson in Year 1, the tasks set were too easy for some pupils. In the vast majority of lessons, whole class teaching sessions are taught well. Teachers are confident and explain things clearly. Questioning is good and many teachers are skilled in ensuring that they ask those pupils who do not volunteer to ensure they, too, are understanding.
104. Lower attaining pupils and those pupils with special educational needs are supported effectively during mathematics lessons and, in many instances, teachers are particularly sensitive to these pupils, ensuring that they are afforded an opportunity to demonstrate their achievements to the rest of the class. All of the pupils with a Statement of Special Educational Need were observed during mathematics lessons and on each occasion they were very skilfully and effectively supported throughout the lesson by their learning support assistants.

105. Teachers provide interesting and appropriate activities, which enables pupils to work well in groups, pairs or independently and also makes learning enjoyable. A good example was seen in Year 3 when pupils' working on Time had to 'beat the clock.' Their enjoyment was very evident when had to perform a variety of tasks as many times as possible in the space of one minute while their partners learned how to operate and interpret a range of time measuring instruments.
106. The whole class plenary sessions are often used well to check pupils' progress, consolidate learning or to introduce new ideas. In lessons in Year 3, very good practice is evident when teachers use some of this time to ask pupils to evaluate their own learning. This is effective both in helping pupils to develop some awareness of their own learning and about any weaknesses they want to improve on. Teachers regularly set homework in mathematics and this is effective in helping the pupils' to attain good standards.
107. Where the teaching is unsatisfactory, in one lesson in Year 1, the teaching started off quite well but there was a significant weakness in the matching of the tasks to pupils' current attainment levels. In another lesson in Year 2 when pupils were being taught how to compile a bar chart using the data they have previously collected, the children quickly encountered difficulties because the sheet of paper did not have enough intervals. The lesson deteriorated because the teacher then introduced a concept which confused some pupils and limited their progress.
108. The practice of withdrawing some pupils from parts of numeracy lessons to be heard read, as seen in several classes during the inspection period, is unsatisfactory. It interrupts their learning and furthermore often detracts from the whole class teaching input when other children can be heard reading aloud.
109. Pupils' response in lessons is good, overall, and in two thirds of all lessons is very good. Pupils' very positive attitudes make a very significant contribution to their learning and this is most often linked to the teacher's own enthusiasm for the subject. Pupils often demonstrate intense interest and very high levels of sustained concentration and participation. During group work, when required to do so, pupils collaborate well. They support and help each other and share equipment sensibly.
110. The curriculum is good. Teachers make good use of the National Numeracy Framework to support their planning. Good opportunities are taken to link and develop pupils' numeracy skills through work in other subjects; for example, the work on compass points and direction in geography and on shape and data handling in information communication technology. Information communication technology is used extremely well to further pupils' mathematical development. The pupils' high attainment levels in mathematics also contribute very effectively to their work in other subjects. The curriculum makes a good contribution to pupils' social development as pupils have opportunities to work together in pairs and groups through which their skills of cooperation and collaboration are enhanced and developed.
111. Assessment procedures and the use of assessment are both good and in most instances provide a good match of work to pupils' current attainment levels. The learning objectives from the Numeracy Strategy form the basis of teacher assessment. Regular sampling of work and monitoring of standards and progress across the year groups and throughout the school also take place. Results in the national tests are analysed to show where pupil experience difficulty. Findings are then acted upon to ensure additional teaching in those areas for pupils then transferring to Year 3 and that additional time is given to these aspects for pupils currently in Year 2.
112. The staff have received the appropriate training in the implementation of The National Numeracy Strategy. The subject is well led and managed. The co-ordinator has good subject knowledge, a very clear understanding of the requirements of the subject and has worked very hard to improve work in mathematics to support colleagues. All aspects of work in the subject are monitored and supported well. Resources have been extended. There are enough resources and these are of good quality. Resources are accessible and in most classes are used effectively.

## SCIENCE

113. The last inspection found that scientific investigations were under-emphasised. The school has made efforts to rectify this issue and there has been satisfactory improvement in this respect.
114. Results in the 2000 statutory teacher assessments for seven year olds showed that the proportion of pupils reaching the expected Level 2 were comparable with those nationally and with those of similar schools. However, the proportion of pupils who achieved the higher Level 3 was well above the national average. Inspection findings paint a similar picture in that pupils in Key Stage 1 and in Year 3 attain at least the standards expected for their age in science. However, a significant proportion of pupils achieve standards which exceed those nationally expected. There are no marked differences between the attainment of boys and girls.
115. By the age of seven, pupils have a sound understanding of living things. In Year 1, for example, pupils learn how humans find out about the world around them through their senses. They know that they use their ears to hear sounds and their eyes to see. They can describe what they see on a walk in the park and can identify some tape-recorded sounds. They use their sense of sight and touch to recognise materials that are used to make clothes for warm or cold weather. Most pupils recognise and can name simple electrical components such as "bulb", "wire", "battery" and "crocodile clip" and can put them together to make a simple circuit, explaining how it works. They are aware of the dangers of electricity and can identify appliances in the home that are powered by electricity. The most able pupils have a good understanding of sound and how it appears fainter due to distance. By the end of Year 2, pupils have a good knowledge of materials. They can identify and sort materials into categories such as "natural" or "man-made." Pupils can classify types of food into carbohydrates, fruit and vegetable, dairy products and meat and fish. By the end of Year 2, pupils can describe their observations and are beginning to understand the process of predicting and finding out through testing. The more able pupils can plan an investigation, describing simply what they will need to do and how they will make it "fair". Pupils record their findings in a variety of ways such as drawings, written reports, graphs and simple tables. They are beginning to evaluate their work and describe what they have learnt.
116. Standards in Year 3 are broadly typical for pupils' ages. However, a high proportion of pupils achieve standards which exceed national expectations. By the end of Year 3, pupils have a good knowledge of the earth and beyond. For example, they know that light comes from the sun, that the earth turns round once every 24 hours and that it is day or night according to the earth's position. The more able pupils are beginning to recognise how shadows are formed and how they are longer or shorter according to the sun's position in the sky. Many pupils have a good knowledge of the Solar System and most can interpret data recorded in tables to find answers to questions. Pupils can explain why some materials are suited to specific purposes. For example, "plastic is suitable for a lemonade bottle because it is strong, transparent, light and waterproof".
117. An analysis of pupils' work shows that progress is consistent and is satisfactory, overall. There is no marked difference between the progress of pupils with special educational needs or those with English an additional language and that of other pupils. Pupils' achievement is good because they concentrate well and put a good deal of effort into their work. They are interested in what they do and look forward to scientific investigation.
118. Since the last inspection, which found that investigative work was under-emphasised, teachers have started to place an increasing emphasis on pupils undertaking their own experiments and investigating for themselves. They have high expectations of what the pupils should do. This is leading to an improvement in the pupils' enquiry skills but is also highlighting a weakness in the planning of individual lessons as a year group. This was particularly noticeable in Year 2, where an identical lesson was planned in each of the three classes without sufficient attention being given to the variation in pupils' needs and abilities. Consequently, in one class the task was too difficult for the majority of the pupils and for the least able pupils in another class.
119. Teaching in Key Stage 1 is satisfactory, overall, although the weakness already mentioned leads to some unsatisfactory teaching. In Year 3, teaching is good, overall, ranging from satisfactory to

very good. This is because teachers adapt their methods and organisation to meet the needs and aptitudes of the pupils in their class. In the best lessons, there is a very good balance between whole class, group and paired work. Time limits are set for tasks and learning is moved forward at a brisk pace. The teacher effectively supports pupils with special educational needs and English as an additional language so that they achieve well. In both key stages, teachers' knowledge of the subject is good and they are careful to use and emphasise the correct scientific terminology. This has a beneficial effect on pupils' development of vocabulary and on their overall learning in science. In both key stages, discussions about investigations and recording of experiments provide satisfactory support for the school's work in literacy. Good use is made of information and communication technology to research topics and to record and present findings.

120. Pupils' work and progress are assessed regularly. Records are kept of these and are used satisfactorily to influence what pupils do next. Good use is made of the information gained from statutory teacher assessments to make changes to the curriculum and to identify areas for improvement in the quality of teaching and learning. The co-ordination of the subject is good, marked by good evaluation of the subject's strengths and areas for development. It includes regular monitoring of the effectiveness of schemes of work and of teaching and learning in the classroom. It recognises the need for further development of investigative work and assessment.

## **ART**

121. Art is a subject that is highly valued by the school and promoted well making a very good contribution to pupils' spiritual and cultural development. The attainment of seven year olds and pupils in Year 3 is above that expected for their age. The previous report judged art to be a strength of the school and the high standards described have been maintained.
122. The youngest pupils enjoy drawing and painting. They are developing good control of pencils, brushes and enjoy using a range of colours. They work with different modelling materials and make attractive collage pictures using a range of materials. In a Year 1 class, pupils enjoyed making three-dimensional pictures with natural materials they had collected on a walk around the school. Their discussion of the materials they had collected made good links with their work in science. Pupils used their imagination well and are developing good drawing skills.
123. Pupils in Year 3 were using clay to make replicas of Celtic ornaments and jewellery, which linked well with their work in history. They make good progress in learning how to use the techniques involved in working with clay.
124. Pupils greatly enjoy their art lessons and talk enthusiastically about their work. They have enjoyed working with an artist in residence to produce very attractive murals in one of the corridors. These are based on well-known fairy stories. They have also worked on a group project to produce an environmental poster which was awarded first prize in a competition for Harrow schools. Pupils enjoy attending the after school art club where they take part in a range of activities, such as painting ceramic mugs and silk painting.
125. Teaching in art is always satisfactory or better and in half the lessons observed it was very good. Teachers have a good understanding of the subject and support pupils well in developing their skills. They introduce pupils to a range of media for painting, drawing and model making and are good at demonstrating the different techniques needed. They introduce pupils to a good range of work of different artists. The displays around the school are very attractive and reflect the work of artists from different periods and cultures. Pupils in Year 2 had produced a vibrant display of abstract pictures based on Aboriginal art. There were also prints of works by artists such as LS Lowry and Monet, as well as delicate examples of Indian painting and carvings and pictures from different parts of Africa.
126. At the time of the inspection, the co-ordinator for art was on maternity leave. However, the subject is well established in the school and teachers have benefited from her expertise. The subject is well planned and teachers use a good range of resources. In addition to formal assessment in art,

teachers encourage pupils to evaluate their work and keep records of particular skills explored in lessons.

## **DESIGN AND TECHNOLOGY**

127. Standards in design and technology are in line with national expectations by the age of seven. Insufficient lessons in design and technology were seen in Year 3 to make a secure judgement about standards there. However, work on display, teachers' planning and discussions with pupils indicate that standards are at least satisfactory when pupils leave the school. At the time of the previous inspection, standards were judged to be satisfactory for seven year olds and good when pupils left the school at the age of eight. The school has maintained these standards.
128. Pupils make good progress in understanding the designing and making process. In Year 1, pupils were using clay to make Christmas gifts. They had looked at a range of small ornaments and discussed their use and the people for whom these would make suitable presents. Pupils are developing good skills in moulding and joining clay. They are confident in expressing their ideas and thinking about the ways in which their gifts might be used. Pupils in Year 3 think carefully about the materials they might use in designing a "moon-buggy". They realise that it cannot be powered by the conventional earth-based sources and discuss strategies for providing power sources. Pupils have very positive attitudes towards the subject and work with enthusiasm.
129. Teaching in design and technology is always at least satisfactory and occasionally it is good. Teachers plan and prepare their lessons well, providing a good range of appropriate resources. They explain tasks well and make good use of open-ended questions to deepen pupils' knowledge and understanding. They have a secure understanding of the skills required and support pupils well in developing them. They remind pupils of the need to take account of the use of the finished product and they remind pupils of the constraints and factors that might influence their design. For example, when designing a "moon-buggy" pupils were encouraged to think about the surface of the moon and the kind of wheels their buggy might need to move over it.
130. The co-ordinator for the subject is new to the role this term, although she has been overseeing it since the resignation of the previous co-ordinator. She has been concerned to update her professional development in the subject and to support colleagues. She is currently supporting colleagues in revising their planning to ensure that it meets the requirements of the revised National Curriculum orders for design and technology. Although she is relatively new to the role she has made a good beginning in analysing the school's needs and developed an appropriate action plan, identifying the school's priorities for the subject.

## **GEOGRAPHY**

131. The good standards found in the last inspection have been maintained. By the end of Key Stage 1 and in Year 3 standards are above national expectations. Boys and girls attain equally well and pupils who receive English as an additional language support and those with special educational needs do well in relation to their prior attainment and most often achieve standards that are in line with or above national expectations.
132. Pupils in Year 3 learn through practical experience to describe the location of playground furniture, using an 8-point compass. They develop the correct and appropriate geographical vocabulary and develop ways of remembering the compass points. Pupils are developing a good understanding of the features of their own locality. Pupils in Year 2 can use co-ordinates to locate places on maps and objects on charts quickly and easily. In lessons observed all pupils used coordinates to make their own maps or plans; some pupils compiled their own treasure island with special features in it; others drew playground maps with items located on it. They can use a key to locate objects and special features on a map. Pupils are developing an awareness of different types of houses people live in. In a lesson on living in floating homes and canal boats, they demonstrated that they have good knowledge and skills and talk confidently, making comparisons between the features of different types of homes.

133. All pupils, including those with special educational needs and those for whom English is an additional language are interested in their work. They concentrate well on the tasks and are keen to answer and ask questions. They respond well to challenge and produce good quality work.
134. The quality of teaching is good in both key stages. Teaching methods are appropriate; exposition, question and answer sessions and group and individual work are used effectively. Teachers select and make their own resources carefully and these are of good quality. Lessons are varied and challenging. The breadth of the study of geography is enhanced by organised visits to the local area and educational visits. Pupils with special educational needs and those with English as an additional language generally receive appropriate support in class from classroom assistants and teachers which helps them to access the curriculum.
135. Teaching of the subject is supported well by the geography co-ordinator who manages the subject effectively, co-ordinating and monitoring work across the two key stages. The geography curriculum meets statutory requirements. The scheme of work is based on the latest curriculum guidance and ensures coverage of key skills and programmes of study. Regular assessments of pupils' attainment are undertaken and samples of work kept. There are good links between geography and other subjects; literacy, mathematics, art and history, for example. The co-ordinator maintains a portfolio of pupils' assessed work from the reception class to Year 3. Resources, including books, computer software, maps, globes, atlases and information packs, are adequate. Work in geography makes a very good contribution to pupils' cultural development.

## **HISTORY**

136. Standards in history by the end of Key Stage 1 and in Year 3 are in line with national expectations and as such have been maintained since the last inspection. Pupils make at least satisfactory progress in history so that by the time they are seven they have sound historical skills, a clear understanding of past and present and an increasing sense of chronology.
137. Pupils know how to compile a family tree. In a challenging lesson, history came alive when pupils in Year 2 became totally engrossed in compiling the Royal Family Tree. They knew many of names of the members of the Royal Family and their relationship to each other. Pupils in Year 1 learn about differences in lifestyles today and compare them with those in the past when they study kitchens a hundred years ago and when they compare artefacts, furniture, pots and other utensils. used for cooking, cleaning and laundry. They demonstrate that they can empathise with people living during Victorian Times. Their understanding is reinforced through work in other subjects, for example, in art through observational drawing, painting and model making.
138. In Year 3 evidence from pupils' work shows that pupils are becoming more confident in collecting and using information with the best work showing a good interpretation of events with explanations about causes and effects. Pupils demonstrate their appreciation of archaeology as a source of historical evidence; they use historical terminology with confidence and are able to compare the lives of Roman legionaries and Celtic soldiers. Their time-line of the Roman invasion is used effectively to reinforce their understanding of chronology.
139. Pupils with special educational needs and those who learn English as an additional language are well supported by their teachers and classroom assistants to access the curriculum. They make good progress in relation to their prior attainment. Pupils' response to their work in history is good. They enjoy their work, concentrate well and are keen to express themselves orally, in writing, drawing, painting and model making.
140. The quality of teaching in the few lessons seen is good overall in both Key Stage 1 and in Year 3. Teachers use a variety of teaching methods, choose interesting activities and they make good links with other subjects. Resources, including books, posters, artefacts, visits and visitors to school, are used well to assist learning. Lessons are varied and sometimes inspiring, challenging pupils to find out more. Displays around the school are used well to promote work in history.

History makes a good contribution to pupils' cultural development. The subject also makes a good link with their work in other subjects.

141. Teaching and learning is supported effectively by the history co-ordinator who ensures an overview of work through a variety of means including sampling of work and the monitoring of teaching and planning from each year group. Work in history is enhanced by organised visits to places of historical interest. The curriculum meets the statutory requirements. There is a history policy and scheme of work that now need to be amended and updated in the light of the most recent national guidance. The procedures for assessing pupils' progress are good. Resources are satisfactory.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

142. Standards in information and communication technology (ICT) are currently in line with those expected nationally in Key Stage 1 and in Year 3. However, a significant number of pupils in both key stages achieve good standards and many are on course to exceed the levels normally expected for their age. This is largely due to good teaching and to the hard work, which the school has undertaken to improve the quality of teaching and learning in the subject since the last inspection.
143. Most pupils are confident when using everyday devices such as telephones, tape recorders and headphones. In Year 1, most pupils can load a program and can make choices to produce different outcomes such as flowers, 2D shapes, colours and text. They can control the computer, using some of the key functions. They use the program icons and the mouse to create, delete or move objects across the screen. They are learning to save, print and retrieve their work. In Year 2, pupils know how to "log on", using a "password" and "user name". They are able to use the "start menu" and can select a specific program from a list. When using a text program, they can change the colour and size of the print, for example, to write their names and addresses or to make greetings cards. They can use a "Starting Graph" program to input data they have collected and, by doing so, they begin to see how block graphs are compiled. They are beginning to see how they can use graphs to answer questions quickly. The most able pupils can use graphs to ask questions, thereby developing their mathematical skills of interpreting data.
144. In Year 3, ICT skills are developed further, so that pupils can combine word processing with clip art to record scientific facts, for example, about the Earth in the Solar System. CD-ROMs are beginning to be used as a learning resource and pupils are confident in navigating around the screen displays. Building on their knowledge of controlling a simple robot, pupils are learning to control an on-screen "turtle". By giving a series of instructions, they are learning to draw separate squares and rectangles in different colours, demonstrating a good knowledge of the properties of 2D shapes and of angles.
145. Teaching is good, overall. All the lessons seen, in Key Stage 1, were at least satisfactory and most were good. Teachers are secure in their subject knowledge, which enables pupils to develop their ICT skills appropriately. Teachers maximise learning opportunities and, through their work in ICT, develop skills across a range of subjects, but particularly in English, mathematics and science. Teachers have high expectations of what the pupils can achieve and, thus, they meet the full range of activities in the National Curriculum programmes of study. The lessons seen in Year 3 were introductory lessons led by the subject co-ordinator and were very good. The co-ordinator, who is given time to work alongside class teachers, has very good subject knowledge and is confident to demonstrate and give very clear instructions and explanations. Pupils benefit from this expertise to make very good gains in their learning. Similarly, this opportunity has provided good in-service training opportunities for other teachers, enabling them to extend their skills and develop confidence in their own teaching.
146. This good teaching ensures that pupils enjoy their work in ICT and that pupils of all abilities, including those with special educational needs and English as an additional language, achieve well. They work hard, concentrate to complete tasks and support one another well, frequently working in pairs. Pupils enjoy their work so much that they often do not want to stop. The younger ones often become excited and amazed at what they see happening on screen. This,

together with the opportunities provided for co-operation and collaboration, ensures that the subject makes a good contribution to pupils' spiritual, moral, social and cultural development.

147. The curriculum for ICT is well planned, following recommended guidance from the Qualifications and Curriculum Authority. Teachers appropriately assess pupils' attainment against the targets of the National Curriculum at each level and keep records of assessed work. The co-ordinator supports class teachers effectively in planning and the practice of regularly working alongside them helps them, in turn, to plan and teach future lessons, such as those seen in Key Stage 1.
148. Management and leadership of the subject are good. The co-ordinator has worked hard, in liaison with the Middle School, to make effective use of the significant sums of money which have been allocated, through the National Grid for Learning, in setting up the ICT suites and in the provision of in-service training for teachers. The principle of "best value" has been applied in purchasing computers and other resources, including an overhead projector, which is having a positive impact on pupils' attainment in ICT and other subjects.

## **MUSIC**

149. The previous inspection report judged pupils' attainment and progress to be satisfactory. The school has maintained these satisfactory standards. The headteacher and deputy headteacher both have musical skills and experience but their demanding roles do not allow them to take responsibility for teaching music throughout the school. The school is currently without a subject co-ordinator for music and this is having an impact on current provision.
150. In lessons, assemblies and singing practices seen, pupils try hard. They sing with pleasing tone, but are sometimes inaccurate in pitch. Their aural skills are not well developed and some pupils find it difficult to repeat simple sung phrases. When pupils are reminded of the importance of posture and breathing, as seen in some lessons, their singing improves considerably. In their recorder lesson, pupils were making sound progress in developing their rhythmic skills and musical knowledge. The headteacher works also with small groups of pupils on percussion work in the lunch breaks. These pupils accompanied songs in assembly and in singing practice on a range of percussion instruments. They did this effectively with great care and concentration and their performance was greatly enjoyed by other pupils and by visitors. Pupils enjoy their music lessons and try hard.
151. A visiting teacher takes recorder lessons in Year 3 and singing practice for pupils in Year 2. All pupils have singing practice in year groups and pupils in Year 2 have a music lesson each week taken by one of the Year 2 teachers.
152. Teaching in music is at least satisfactory in those lessons seen and, in half of the lessons, the teaching was good or better. The visiting teacher makes a good contribution to music in the school and is supporting teachers in developing an appropriate scheme of work to cover the requirements of the revised curriculum. Teachers work very hard to ensure that the music curriculum is covered, but some lack confidence in the subject. Music is an area of the school's work that can be improved further now that the literacy and numeracy strategies are well established.

## **PHYSICAL EDUCATION**

153. At the time of the last inspection, standards in physical education were in line with national expectations and teaching and progress were satisfactory. Standards and progress have been maintained since the time of the last inspection.
154. Standards are in line with national expectations. For example, in gymnastics lessons pupils in Year 1 move along, over and through apparatus demonstrating agility and good control of their movements. In a country dancing lesson in Year 2, most pupils could move in time to each other and to the music, keeping together and skipping to a good rhythm. In a lesson seen in Year 3

pupils' work was imaginative. Pupils made good progress in developing a dance sequence, inspired by the movements of the planets. Pupils move smoothly, changing height, pace and direction with some good examples of pupils mirroring their partner's movements.

155. Teaching was seen in two thirds of the classes and the quality of teaching was always at least satisfactory. In half of the lessons, teaching is good and, in a dance lesson in Year 3, the teaching was very good. Teachers' subject knowledge is at least secure and is good in some instances. Lessons are well planned and paced and contain clear learning intentions. Lessons always include warming up and cooling down sessions. Suitable attention is usually given to health and safety issues, although, in two lessons seen, not enough attention is given to ensuring that pupils' long hair is tied back and that jewellery is removed before the lesson starts.
156. Where the teaching is good or better good attention is given to the pupils evaluating their own work and they are encouraged to think about how they can improve and to extend their performance. This was seen for example in two lessons in Year 3 classes. In one of these lessons, two pupils, unable to take part in the lesson on that day, were also effectively used to support other pupils by guiding them as to how they could improve their performance. This was helpful to the pupils receiving feedback and also ensured that those unable to actively participate were nevertheless able to contribute and to gain something from it
157. Pupils' response is always at least satisfactory and is most often good or better. Pupils really enjoy their work and join in activities with a high level of energy and enthusiasm. They listen well to instructions and try very hard to extend their performance. This was seen for example, in a dance lesson in Year 2 when pupils worked well together to improve their performance of "The King's Silver Jig". Behaviour in lessons is good and is sometimes very good which helps the lesson to proceed at a good pace and enables good use of available time. In a gymnastics lesson in Year 1, for example, pupils showed very good behaviour and self-discipline when they were using the apparatus, taking great care not to collide with their partners. Pupils work well in pairs and groups and support each other very well. They show great respect for and appreciation of other pupils' efforts and contributions. In a lesson in Year 3 it was particularly noteworthy that pupils were very sensitive to the needs of one pupil who has a Statement of Special Educational Needs. His partner took time to be especially careful to temper his own movements and was very supportive and encouraging.
158. The curriculum is sound. The school sensibly chooses to use a variety of different schemes for different aspects of the subject. Presently there is no co-ordinator for PE, although a member of staff is to take up responsibility for the subject next term. The subject makes a very good contribution to pupils' spiritual, moral social and cultural development as pupils have good opportunities to express themselves to think about their own work, how to improve it and to work with partners and in different groupings. There are some after school activities, which are provided by external agencies and are paid for by the parents.

## **RELIGIOUS EDUCATION**

159. There were limited opportunities to observe direct teaching of religious education. However, other evidence was gained from looking at pupils' work, teachers' planning and from discussion with staff. On the basis of this evidence, it is clear that pupils' attainment in religious education is in line with the expectations of the Harrow Agreed Syllabus. All pupils, including those with special educational needs and those with English as an additional language, make steady gains in their knowledge and understanding of religions studied. A similar picture was painted at the time of the previous inspection.
160. By the end of Key Stage 1, pupils are able to understand the importance of friendship, helping and caring for others. They learn about special people, who have cared for others and shown courage and bravery such as, Florence Nightingale, Louis Braille and Grace Darling. Much of the learning centres around celebrations from the major religions such as Harvest, Diwali, Ramadan, Hannukah and Christmas and pupils become familiar with some of the stories and customs

associated with these. The pupils' keen interest is shown through their contributions to class assemblies, which are captured in photographic displays around the school.

161. In Year 3, pupils increase their knowledge of Christianity and other major religions. They learn about creation stories and begin to recognise some of the similarities in religious traditions and customs as they learn about symbols of light, such as the Menorah, Christingle and Diva. Pupils begin to consider and reflect on religious writings in relation to their own lives and experiences. For example, in composing their own "Book of Proverbs", one pupil wrote, "There is a time to talk and a time to be quiet", while another wrote, "It is better to create than destroy". This has a positive impact on pupils' spiritual development.
162. In the small number of lessons seen, teaching was satisfactory in both key stages. Lessons begin by building on previous knowledge and understanding and questioning is used well to check learning and promote thinking. Time is provided for reflection and pupils are often encouraged to explore their own feelings. A good example of this was seen in Year 3, where after hearing the story of Elizabeth and Zechariah, pupils discussed the issue of trust. They thought about people in their own lives and made suggestions that included parents, friends, family members, teachers, public service personnel and God. Teachers' subject knowledge is not always satisfactory as, occasionally, inaccurate information is given and some lessons have insufficient religious content.
163. The curriculum is broad and maintains a good balance between the four major religions prescribed by the Harrow Agreed Syllabus. However, a revised Agreed Syllabus is about to be published and the subject co-ordinator awaits this with enthusiasm in order to improve the quality of provision and to assist in the development of assessment procedures for the subject. Resources, including artefacts, books, posters and videos are adequate to support the teaching of religious education and they are well organised. There is good input from visitors from religious communities and visits to places of worship, such as a synagogue, mosque and local church, enrich the curriculum. The school makes a feature of celebrating festivals not only of Christianity but also of the major faiths represented by the school's pupils. The subject provides good opportunities for pupils to discuss and reflect on a range of issues, develop moral and spiritual awareness and to celebrate cultural and religious diversity.