

# INSPECTION REPORT

## **HOUNSLOW TOWN PRIMARY SCHOOL**

Hounslow

LEA area: Hounslow

Unique reference number: 102491

Headteacher: Chris Hill

Lead inspector: Michael J Cahill

Dates of inspection: 15 – 18 September 2003

Inspection number: 256513

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

© Crown copyright 2003

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:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll;	398
School address:	Pears Road Hounslow
Postcode:	TW3 1SR
Telephone number:	020 8570 1747
Fax number:	020 8570 1854
Appropriate authority:	Governing body
Name of chair of governors:	Rosemary Day
Date of previous inspection:	6 July 1998

## CHARACTERISTICS OF THE SCHOOL

The school serves a multi-ethnic neighbourhood in central Hounslow, not far from Heathrow Airport. There is no dominant cultural group and pupils speak more than 20 languages; the largest groups are of white British and Asian Indian backgrounds and there is a growing proportion of refugees and asylum seekers. Many children join the nursery speaking little English and overall attainment when children move into the reception classes is well below what is expected for their age. Many pupils of all ages join the school at various times during the school year; they usually have poorly developed language and learning skills. Pupil mobility is high. A high proportion (more than 10 per cent) of all pupils are at the early stages of learning English.

The proportion (about one-third) of pupils with special educational needs is above the national average, as is the proportion with full statements. The school hosts a centre for pupils with moderate learning difficulties, who are integrated into the work of their age group in the school classes. As well as a range of learning difficulties, special educational needs include social, emotional, behavioural, physical and speech and communication.

The school works as part of the local Education Action Zone and is involved in the Excellence in Cities initiative and in a local Behaviour Improvement Project. In 2001 it gained a Healthy Schools Award.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19623	Michael Cahill	Lead inspector	Science Design and technology Music Physical education
9334	Jenny Mynett	Lay inspector	
15023	Ali Haouas	Team inspector	Art and design Geography History Information and communication technology English as an additional language
22831	Clive Lewis	Team inspector	Mathematics Religious education Special educational needs
11901	Pat Lowe	Team inspector	English Foundation stage

The inspection contractor was:

Cambridge Education Associates Limited  
Demeter House  
Station Road  
Cambridge  
CB1 2RS

Any concerns or complaints about the inspection or the report should be made initially to the contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

# REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>9</b>
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>13</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>17</b>
<b>OTHER SPECIFIED FEATURES</b>	<b>19</b>
Community Provision	
The work of the SEN Unit	
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>21</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 and 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>37</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

The school is effective and provides good value for money. Very good leadership and management promote a very pleasant and purposeful working atmosphere in which all are welcomed and valued. The quality of teaching is good and the school enables pupils to make good progress and to achieve overall standards that are in line with national expectations in most subjects at the end of Year 6.

The school's main strengths and weaknesses are:

- The very good teaching of language and literacy skills results in the great majority of pupils achieving the national expectation by the end of Year 6, with many exceeding it; the majority of pupils also achieve the national expectation in mathematics and science but fewer exceed it.
- It promotes very good attitudes to learning, very good behaviour, relationships and personal development among its pupils.
- Very good leadership and management, focused on raising standards through improving the quality of education provided and on ensuring the inclusion of all pupils in what the school offers.
- Good quality teaching and learning based on good tracking of pupils' progress in the core subjects and the provision of appropriate work.
- Very good systems for enabling all pupils to have full access to all that the school offers and very good links with the local community.
- In most respects, the curriculum, with its emphasis on literacy, is very well matched to the needs of the pupils, except that there is not enough emphasis on the arts and the humanities and there are not enough opportunities to learn to swim.
- Teachers find it difficult to meet the needs of pupils who are at the early stages of learning English when there is no extra support in lessons.
- There is a lack of facilities for outdoor learning for the nursery and reception children.

The school has achieved a good level of improvement since the last inspection; development planning now includes clear targets, there is a very good programme of monitoring and evaluation and teachers have developed a useful, common planning format. In addition, improvements in the quality of teaching, the making and use of assessments and the work of subject leaders have all contributed to raising standards.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	D	E	E*	E*
mathematics	D	C	E	E
science	E	E	E	E

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average; E\* - in the bottom 5% of schools nationally*

*Similar schools are those with similar percentages of pupils eligible for free school meals*

### **Pupils achieve well, making good progress from what, for many, is a low starting point.**

Provisional test results for Year 6 pupils in 2003 are very much better than those recorded in the table above; a much higher proportion of pupils achieved the national standard or exceeded it in all three subjects, but especially in English. Overall results are likely to be at least in line with national averages.

Although many children make very good progress in the nursery and reception classes, most do not achieve the goals they are expected to meet by the time they enter Year 1. They consolidate their gains, particularly in their understanding and use of English, in Years 1 to 4, and build well on this in Years 5 and 6.

Around 85 per cent of Year 2 pupils achieved the nationally expected standard in reading, mathematics and science; 69 per cent did so in writing. These figures include many pupils who were learning English as an additional language and others who had special educational needs. Pupils displayed above average skills in information and communication technology (ICT). Overall achievement in Years 1 and 2 is sound, although standards in most respects are still below national expectations by the end of Year 2. By the end of Year 6 pupils' attainment in English is in line with national expectations; in mathematics and science it is below average although 69 and 79 per cent of pupils, respectively, achieved the national standard. In history standards are above average. Overall, pupils achieve well in Years 3 to 6 and standards are in line with national expectations by the end of Year 6

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good.** Pupils mature very well during their time at the school, developing very good behaviour and attitudes because of the very good provision that the school makes in this area. Attendance is unsatisfactory because of the non co-operation of a small minority of parents.

## **QUALITY OF EDUCATION**

**The school provides a good quality of education for all its pupils. The overall quality of teaching and learning is good.** There are particular strengths in developing language and learning skills in the nursery and reception classes and in the teaching of literacy throughout the school.

Teachers expect pupils to behave well and work hard and provide work that is appropriate and interesting. In lessons where there are extra adults, pupils benefit from the additional support, and those who are at early stages of learning English or find the work more difficult make good progress and are fully included in the learning experience. Pupils develop basic skills well and become confident in their ability to learn. Because teachers keep track of the progress of individual pupils well, and feed back information and guidance to them, pupils develop the capacity to work independently and to assess their own learning. Where there is no extra adult help, teachers do not always have adequate strategies for supporting pupils who are learning English as an additional language.

Curriculum provision is good, with a strong emphasis on literacy and numeracy and includes good opportunities for developing ICT skills. There are some good opportunities for taking part in sport and the arts; the school is rightly planning to improve its provision for teaching and learning in the arts and the humanities. Pupils benefit from very good support, care and guidance and from the links with other schools and colleges and from the school's membership of the Education Action Zone.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are very good.** The headteacher and other key staff provide strong leadership sharply focused on improvement and the achievement of all pupils. Following a period of staffing difficulties, a year of good stability has seen considerable improvement, stemming from very good leadership and management. The school runs very smoothly; there are very good systems for evaluating all aspects of its performance, particularly in relation to pupils' progress. The governing body takes a very active role in shaping the development of the school, with a clear focus on improving the quality of provision and raising standards.

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

Parents are well satisfied with the school, recognising that their children make good progress, are treated fairly and become mature and responsible. Most pupils liked the fact that they found out new things in lessons and that teachers listened to their ideas and showed them how to make their work better. A few pupils felt that other children did not behave well.

## **IMPROVEMENTS NEEDED**

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

- Develop teachers' skills in supporting pupils who are at an early stage of learning English.
- Provide more opportunities for pupils to achieve the national expectation in swimming.
- Develop planning for teaching and learning in the arts and the humanities.
- Extend the facilities for outdoor learning for nursery and reception children.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning and subjects

**Children achieve well in the nursery and reception classes**, making important gains in their language, social and learning skills. These are successfully consolidated and built upon in Years 1 to 4 and then, for many, **there are further good gains** in Years 5 and 6. **Overall achievement is good. Pupils' overall standards are below average at the end of Year 2 and average by the end of Year 6.** The improvement evident in the provisional national test results for 2003 supports this judgement. There are no significant differences in the achievement of different groups of pupils.

#### Main strengths and weaknesses

- The great majority of pupils improve from low starting points to achieving the national expectation in English at the end of Year 6, with many exceeding it.
- Pupils' attainment at the end of Year 2 in ICT and at the end of Year 6 in history is above national expectations.
- Most of the pupils who were at the school for the whole of Years 3 to 6 improved by at least the expected two National Curriculum levels in English and mathematics.
- At the end of Year 2, overall attainment is below average in reading, writing and mathematics although most pupils do achieve the nationally expected standard in reading and mathematics.
- Pupils' attainment in mathematics and science at the end of Year 6 is below average although there is a good level of improvement in national test results, year on year.

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

Standards in:	School results	National results
reading	[14.0] (13.7)	[15.8] (15.7)
writing	[12.0] (12.3)	[14.4] (14.3)
mathematics	[13.6] (14.7)	[16.5] (16.2)

*There were 63 pupils in the year group. Figures in brackets are for the previous year*

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

Standards in:	School results	National results
English	[23.2] (25.7)	[27.0] (27.0)
mathematics	[24.8] (26.3)	[26.7] (26.6)
science	[25.5] (26.6)	[28.3] (28.3)

*There were 66 pupils in the year group. Figures in brackets are for the previous year*

#### Commentary

1. Provisional results in national tests at both Year 2 and Year 6 represent a considerable improvement on the 2002 results, summarised in the table above. At Year 2, the improvement in reading shown over the past two years has been continued, while in writing and mathematics the decline has been reversed. In comparison with all schools nationally and with similar schools nationally, results were well below average in 2002; provisional results for 2003 suggest an improvement on these comparisons, especially in reading and mathematics. At Year 6, results had shown an upward trend from 1999, similar to the national improvement, until they fell in 2002. The fall can be attributed largely to the high proportion of pupils with special educational needs in the year group and to the fact that about one third of the pupils who sat the tests had joined the school later than Year 3; some were refugees and others were at relatively early stages of learning English. The school's results in 2002 were well below average, both in comparison with all schools and with similar schools nationally. In 2003, the proportion of pupils achieving the national expectation of Level 4 in English improved substantially; in mathematics and science the improvements were also impressive. In terms of the proportion of pupils achieving Level 5, the improvement in English was very

gratifying. while in mathematics and science the improvements were smaller but still good.. The school's results in comparison with other schools, particularly similar schools, are likely to be considerably better than in 2002, especially in English. Provisional point scores are 28.4 for English, 26.0 for mathematics and 27.3 for science.

2. During the nursery and reception years, good provision and teaching enable children to make good progress from a very low starting point, especially in their language and social skills and in confidence in their ability to learn; their achievement is good. Despite this, the attainment of most children by the time they move into Year 1 is below that expected for their age in all areas of learning, except for a small number of children who achieve all the early learning goals. Standards are below expectations.
3. By the end of Year 2, standards in English, mathematics and science have improved to a point that is below the national average, overall, although many pupils achieve the nationally expected level. The provisional national test results for 2003 show significant improvements in the proportions of pupils achieving the nationally expected Level 2. There is a much smaller improvement in writing, which clearly presents the greatest challenge to the many pupils for whom English is an additional language.
4. In most other subjects standards are in line with what is expected of pupils of their age, except in ICT, where pupils show above average competence. The good performance in ICT is largely due to the good provision in terms of resources and teacher expertise, very well promoted and managed by the co-ordinator. Overall standards across the curriculum are below average and the achievement of pupils who failed to achieve the early learning goals but subsequently reach the nationally expected level two years later is good.
5. Well-considered adaptation of the National Literacy Strategy, including placing guided reading outside the Literacy Hour, good tracking of pupils' progress and making appropriate interventions, including booster classes, have led to very significant improvements in standards at the end of Year 6. The school's focus on raising standards in English by the end of Year 2 and the end of Year 6 has been very successful. Improvements in mathematics and science have not been as spectacular; nevertheless the proportions of pupils achieving the national standard of Level 4 increased by 18 per cent in 2003 compared with 2002. Pupils achieve well, overall, in Years 3 to 6, as a result of good provision in most subjects and this leads to standards that are in line with national expectations except in mathematics and science. In these two subjects fewer pupils achieve Level 4 and Level 5 than in English. The school has made the further raising of standards in these two subjects the major priority in its improvement plan.
6. Pupils with a wide variety of special educational needs achieve well. Due to the good level and quality of support, largely within the classroom, pupils make good progress towards their individual learning targets. Pupils with a special educational need are identified appropriately and receive good support. As a result, they make good progress in terms of the targets contained in their Individual Education Plans. More able pupils, including those identified as gifted or talented, also make good progress.
7. The majority of pupils with English as an additional language, including refugees, achieve well against their prior attainment. Those who are in the early stages of learning English are effectively targeted and receive intensive teaching in basic skills. Pupils achieve equally well whether they are withdrawn in small groups or taught through in-class support; however, when there is no in-class support, pupils sometimes do not make satisfactory progress.
8. Another important factor promoting higher standards is that the school has now enjoyed more than a year of stable staffing, with all classes taught by qualified and permanent teachers; nine new members of staff took up their posts in September 2002. The benefits of this are evident, to varying degrees, throughout the school.

## PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES

Pupils' attitudes and behaviour are very good. Their overall personal development is very good; spiritual development is good and their moral, social and cultural developments is very good. Their punctuality is satisfactory but attendance is unsatisfactory.

### Main strengths and weaknesses

- Pupils' very good attitudes and behaviour enable them to make good progress because they are highly motivated and very eager to learn.
- The school provides valuable opportunities to help pupils develop their confidence, their ability to reflect and their willingness to take responsibility.
- Pupils' overall spiritual, moral, social and cultural development is very good.
- Attendance is adversely affected by a number of pupils taking leave during term time.

### Commentary

9. Pupils are keen to come to school and participate in all activities on offer. Because teachers know pupils well and have high expectations of them, pupils respond positively and even the youngest show a great deal of maturity. This is well exemplified in the way pupils respond in assemblies. They demonstrate their sense of responsibility in the spontaneous way that older pupils look after the younger ones. A good number of pupils attend after school clubs with enthusiasm and this helps to reinforce their eagerness to learn.
10. Pupils are clear about the code of behaviour and all year groups are fully involved in constructing their class rules. Behaviour is equally very good outside classrooms, during play and lunchtime. Pupils are courteous, spontaneously enter into conversation with visitors and are eager to talk about their work. In the playground, pupils play well together and show care and concern for their peers. They show respect for school property and this is reflected in the absence of any graffiti.

### *Ethnic background of pupils*

### *Exclusions in the last school year*

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	101	0	0
White – Irish	2	0	0
White – any other White background	25	0	0
Mixed – White and Black Caribbean	12	0	0
Mixed – White and Black African	3	0	0
Mixed – White and Asian	9	0	0
Mixed – any other mixed background	10	0	0
Asian or Asian British – Indian	91	0	0
Asian or Asian British – Pakistani	32	0	0
Asian or Asian British – Bangladeshi	3	0	0
Asian or Asian British – any other Asian background	32	0	0
Black or Black British – Caribbean	20	0	0
Black or Black British – African	14	0	0
Black or Black British – any other Black background	7	0	0
Chinese	2	0	0
Any other ethnic group	33	0	0
No ethnic group recorded	2	0	0

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

11. Relationships between individual pupils and between pupils and adults are very good. This is often reinforced by the positive examples of the staff, who act as role models. Pupils collaborate well, for instance when they work in pairs or groups. Boys and girls mix well together at work and play and enjoy harmonious relationships throughout the school.
12. Pupils are set very high expectations of conduct and the school has been very successful in achieving them, making this one of its distinctive strengths. Pupils work in an atmosphere that is free from oppressive behaviour; the school is a harmonious community. Considerable time and effort has been invested in addressing the issue of behaviour and this is now having a clear impact on pupils' capacity to learn and on their achievement. The excellence of this practice is reflected in the school's consultation of pupils through the use of questionnaires and involving pupils directly on the school's council, the values it upholds, linking for instance behaviour to inclusion. Its monitoring strategies cover behaviour, social skills and the levels of involvement of different groups of pupils. There have not been any exclusions.
13. The school uses opportunities well to develop pupils' self-knowledge and spiritual awareness. During the week of inspection, the assembly theme of discrimination and Martin Luther King's civil rights campaign was used to enable pupils to reflect on fair and unfair rules and to express their own "dreams" on a poster. These occasions provide a strong spiritual dimension, but such opportunities are not systematically planned across the curriculum.
14. The sustained focus on behaviour has enabled pupils to develop a good understanding of right and wrong. This is strongly reflected in their spontaneity, openness and self-discipline. Pupils respond well to teachers' expectations as a matter of routine, because all staff offer pupils very positive role models, creating a truly harmonious community. Personal, social and health education topics are effectively used to enable pupils to reflect on and discuss different expectations and norms in cultures other their own, as well as opportunities to consider issues such as racism.
15. Opportunities for pupils to work, play and pursue social activities are actively promoted by the school. This is reflected in the way the "buddy" system has been harnessed to foster responsibility for older pupils and support for the younger ones.
16. The cultural diversity of pupils is used very positively to promote insights into other cultures, with pupils showing pride for who they are, and with many openly sharing or talking in their first languages with teachers and inspectors. Cultural development is an everyday experience as pupils cross cultures and languages. Displays and resources are carefully selected and convey the values of multiculturalism the school wants to promote. The exemplary attitudes of pupils are a testimony of its success.
17. The level of attendance in the school is unsatisfactory, with the levels of unauthorised absences higher than the national average. This is frequently due to parents' taking their children on holiday in term time as well as some parents' keeping their children away for unimportant reasons.

***Attendance in the latest complete reporting year (%)***

Authorised absence	
School data	5.3
National data	5.4

Unauthorised absence	
School data	2.4
National data	0.5

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

18. Although there is very good monitoring of attendance, the school's best efforts to promote attendance are hindered by the lack of support from a minority of parents in ensuring that their children attend school regularly and arrive on time. The poor attendance and punctuality of pupils who are missing lessons is having a direct impact on their standards of achievement.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

**The school provides a good quality of education for all its pupils.** Leadership strongly promotes inclusion; provision and its management make it happen. The overall quality of teaching and the curriculum is good, with areas for improvement in a few of the arts and humanities subjects. The school is a very caring community and there are good systems for keeping track of pupils' development and academic progress. The school's links with other institutions, including the Education Action Zone, effectively promote pupils' learning and progress.

### Teaching and learning

**The quality of teaching and learning is good.**

#### Main strengths and weaknesses

##### In the more successful teaching, strengths include:

- Very good questioning to revise, consolidate and extend pupils' learning.
- Planning that is based on clear, precise learning intentions and caters for all groups of pupils.
- Good teamwork on the part of teachers and other adults to enable all pupils to be fully included in the lesson; the provision of the right degrees of challenge and support
- Good assessment of pupils' learning and feedback to them so that they know how they are achieving in relation to what they are intended to learn.
- High expectations of the standards of pupils' work and behaviour that are made clear to them; strong focus on improvement.

##### Where teaching is less successful, although still satisfactory, the reasons are usually the absence of some of the above strengths, in particular:

- Lack of precision in learning intentions and not enough emphasis on improving skills.
- Inappropriate time allocation to the lesson.
- Planning and organisation that do not cater adequately for pupils' learning needs.
- Expectations of behaviour are not clear and consistent.
- Too little support for pupils at an early stage of learning English

#### Summary of teaching observed during the inspection in 66 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	9 (14%)	36 (54%)	21 (32%)	0 (0%)	0 (0%)	0 (0%)

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.*

### Commentary

19. The overall teaching of English, including literacy, is very good; literacy is very effectively taught across the curriculum. In mathematics, including numeracy, teaching is satisfactory, overall, in Years 1 and 2, and is good in Years 3 to 6. The teaching of science is satisfactory in Years 1 and 2 and good in Years 3 to 6, with some very good features, particularly in Years 5 and 6. The skills of ICT are taught well and satisfactory use is made of them in supporting and extending learning in other areas of the curriculum. In the other subjects of the National Curriculum and religious education, teaching is always at least satisfactory and often good. The teaching in the nursery and reception classes is consistently good, while that in Year 6 is at least good and often very good.

20. The quality of support provided by the EAL specialist teacher and her colleagues is good. This works best where collaboration between the class and support teacher is well established and where flexibility is exercised to decide whether pupils benefit more by staying in the class or are withdrawn as a small group. In lessons where there is no specialist support, particularly in subjects other than mathematics and English, pupils' needs are not consistently and explicitly addressed. This is especially true with respect to the range of methods used to support pupils in coping with the language demands of the subject, and the provision of opportunities for developing subject language in context.
21. Pupils with special educational needs are often supported well in lessons by specialist teachers and by teaching assistants; when this is the case, pupils make good, often very good, progress towards their individual targets. Lesson planning in English and mathematics is well focused on the learning needs of different groups of pupils and well-planned use of mixed-ability groups within classes promotes good discussion and learning for all. The school recognises the need to develop further the use of this planning framework in other subjects, particularly with reference to making clear what is to be learned in the lesson.
22. Teachers and teaching assistants work well together and with pupils; as a result there is a pleasant and purposeful working atmosphere in classrooms, as there is throughout the school. Because of this and because teachers generally match work well to pupils' learning needs, pupils become confident in their ability to learn and develop good work habits. They listen well to explanations and usually follow instructions accurately. (Examples of good practice are included in the commentaries on areas of learning and the subjects of the National Curriculum and religious education, see paragraphs –50 to 116, especially paragraph 96 in the history and geography section)
23. Teaching was less successful when it was not made clear to pupils what they were intended to learn or when there was not enough allowance made for pupils' stages of language development, for example when worksheets were too demanding. In the very small minority of lessons with pupils who had only recently moved into Year 1, strategies for managing behaviour were not always fully secure, and learning was not as good as it could have been. The time allocation for some lessons, notably in music and physical education, was not always appropriate. On the one hand there was sometimes not long enough to practise and consolidate the skill that had been taught or to respond to evaluative comments, on the other there were occasions when too long had been allocated and so the pace dropped and time was wasted.
24. The marking of pupils' work is generally regular, with some very good examples, especially in the classes of older pupils, of comments that make clear to pupils the strengths and weaknesses in their work and what they need to do to improve further. Assessment of pupils' learning and progress is good and helps teachers to match subsequent work to pupils' learning needs. Homework is set regularly and carried out well; it makes an important contribution to raising standards, particularly in the junior classes, as well as enabling parents to be involved with their children's learning.

## **The curriculum**

**The school provides a broad, balanced and coherent curriculum, with a good range of opportunities for enrichment.** The curriculum meets all statutory requirements, including provision for religious education and provides effective personal, social and health education. The accommodation, although limited in a few aspects, is used well and the quality and range of learning resources in most areas of the curriculum are good.

### **Main strengths and weaknesses**

- The curriculum has a strong and appropriate emphasis on developing language skills and this enables pupils to achieve well in most subjects.
- Provision for pupils with special educational needs is good.
- The school makes very good provision for equality of opportunity and inclusion for all pupils.
- There is not enough emphasis on planning for and teaching the arts and humanities subjects.

## Commentary

25. There are consistent whole-school approaches to teaching and applying literacy and numeracy across the curriculum. There is evidence that the school's willingness to adopt new strategies and to seek and accept guidance on reformulating the curriculum has been particularly successful in recent times, notably in English and mathematics.
26. The curriculum provides well for personal, social and health education, including, where appropriate, sex and relationships education and drugs awareness. A valuable citizenship course is run by local police for Year 6 pupils. The School Council, with two members from each class, meets regularly and pupils are encouraged to take responsibility – a recurring issue regarding school meals led in the previous school year to visitors from the school meals service being invited to the school to be questioned by the pupils.
27. The school works very hard and successfully to give all its pupils equal access to the full curriculum. Provision for pupils with special educational needs is good overall. Pupils are supported well, both within and outside classrooms and/or in the Development Unit "Rainbow Room" by a well trained and dedicated team of special educational needs teachers and teaching assistants.
28. Opportunities are used well to celebrate and enhance linguistic diversity in a number of subjects and outside the taught curriculum. Many support staff provide valuable experiences to enable pupils a fuller access to the curriculum through the use of pupils' first languages, including some direct teaching of Urdu to a number of pupils. This approach ensures that pupils can feel pride in their own multicultural identities and in turn predisposes them to explore other cultures openly and spontaneously. This practice is strongly reflected in work in the nursery and reception classes. Resources are clearly targeted on pupils' specific needs and are being constantly updated.
29. The school provides pupils with a good range of interesting and relevant and well-attended extra-curricular activities. The range and quality have been improved significantly due to financial support resulting from the school's membership of a local Education Action Zone. Sporting and cultural visits linked to the curriculum, such as the visit to Covent Garden to see a performance of Swan Lake and the Year 6 visit to the Isle of Wight, are organised to extend pupils' experiences. A good range of visitors works in the school during the year – for example, the Wototo Choir from Africa performed for pupils, coaches from Brentford Football Club work with pupils, authors visit to talk to pupils and the Freshwater Theatre group visited to support work on Ancient Egypt. Both parents and pupils express satisfaction with the curriculum opportunities offered.
30. The school recognises the need to improve its arrangements for some of the non-core subjects, in particular the arts and the humanities. The allocation of time is not sufficiently flexible, with some lessons observed being too long for their content, while others were too short. Planning does not always pay sufficient attention to the progressive development of skills from one year group to the next, although there are examples in design and technology where this is effectively done. The school rightly recognises the need to do more to link the opportunities for curriculum enrichment, for example visiting artists, with what goes on before and after the event.
31. The school accommodation is satisfactory overall. There are well-considered plans for redeveloping the school building but at the time of the inspection there was uncertainty as to when or whether this would happen. There are a number of significant site issues with the present school building, due to the close proximity to shops with large refuse sites and resultant vermin problems and there are four "mobile" classrooms on site which, during the inspection, for instance, were very difficult to work in because of the overbearing heat, and are difficult to warm sufficiently in the winter months. However, the school accommodation is used well and the building, whilst not ideal, does not directly impede any curriculum activities. Good quality resources have been purchased and are used well.

## Care, guidance and support

The school is very caring and provides very good support for all pupils. Pupils feel very safe and secure and report that their views are taken into consideration.

### Main strengths and weaknesses

- Procedures to support pupils' personal development and monitor their progress are very good and help promote good achievement.
- Induction arrangements to the school and support for new pupils are very well developed and enable them to settle into the school quickly.
- Individual support for pupils is effective and helps pupils settle to their learning.
- The school needs to ensure that members of staff taking over key health and safety and welfare roles are suitably briefed and trained.

### Commentary

32. Teachers and support staff provide a caring and supportive environment for pupils. The school has been designated a 'Healthy School', and its provision for pupils' health, welfare and guidance is good and makes a significant contribution to their personal and academic development. However, a recent change of personnel means that responsibilities for certain welfare roles, including health and safety and child protection, have yet to be allocated or staff trained. This is due to be addressed later this term.
33. Pupils are very happy; they feel safe and well looked after. Parents spoke very highly of the care and support offered to their children, which result in their settling in quickly, enjoying school and making good progress. The induction process into the school is well thought out and effectively implemented, both for pupils new into the nursery and reception class, as well as meeting the needs of other pupils who join the school during the course of the year. The school has effective induction procedures for pupils with EAL, including late arrivals and refugees, so that pupils are settled quickly and are fully integrated. This clearly contributes to the progress they make. Provision for refugee pupils is good, with many opportunities, such as the use of refugee week, used to enhance pupils' self esteem and make them feel part of the community. The non-teaching staff are well qualified and offer valuable support and assistance in monitoring and promoting pupils' personal development. This has a positive effect on their confidence and levels of attainment.
34. Pupils liked the fact that there is always an adult who they can go to if they have any concerns, and feel that they will be listened to and treated fairly. Pupils feel they have a voice and are suitably consulted about various issues both at the school council and during personal, social and health education lessons.

## Partnership with parents, other schools and the community

**The partnership with parents, other schools and the local community is very good** and continues to be one of the major strengths of the school.

### Main strengths and weaknesses

- The school has developed a strong supportive parent body and actively consults with them.
- Parents generally have very positive views about the school and many offer assistance in the school and classrooms.
- Well-established community links are thoroughly embedded into the school culture and offer long-term benefits to all involved.
- The Educational Action Zone initiative fosters very good links with other local primary and secondary schools to extend pupils' learning opportunities.
- The language in the school's annual pupil reports to parents is full of jargon, making them inaccessible to many parents.

## Commentary

35. The school's close liaison with parents keeps them fully informed and provides opportunities for them to become involved in their child's education. This is having a positive effect on pupils' learning and their levels of achievement. Parents expressed a high level of satisfaction about the work of the school. They think it is well led and managed. They are very comfortable approaching the school with questions or concerns and feel they are listened to, with any concerns being resolved sensitively and promptly. This was observed during the course of the inspection when a reported incident of bullying was effectively followed through. The parent representative group works well as a link between the parents and the school.
36. Parents are consulted about various issues such as the recent behaviour improvement project and are kept informed about the progress of their child through regular consultation and review meetings. The annual report to parents clearly identifies what their child has covered and how well they are doing. However, the language used in these reports is sometimes full of 'jargon' and therefore may be inaccessible for parents for whom English is not the home language.
37. The school makes very effective use of community links and local expertise to run a number of initiatives. The school is used well by local community groups and has a well-established programme of courses and events run for parents. A joint writing project run for more able Year 3 pupils was very successful in encouraging parents to find ways of helping their child at home, whilst promoting pupils' achievement in writing. Evaluations of the courses indicate that pupils and their parents alike 'felt they had gained in confidence and made good progress'. The impact of parents' involvement in the work of the school is very good.
38. A large number of parents and governors provide voluntary help in school. Induction courses and clear guidelines ensure that they are well briefed for their tasks and activities. Pupils are also benefiting from the links with other schools and colleges offered through membership of the Education Action Zone. This enables them to access funding to run various courses and activities such as participating in the current Internet web page challenge.

## LEADERSHIP AND MANAGEMENT

### Leadership and management are very good.

Leadership is very good. Management is very good. Governance is good.

### Main strengths and weaknesses

- Governors have good knowledge of the school and help to shape its vision and direction very well
- The governing body supports and challenges senior managers
- The leadership of the headteacher is very good and focused sharply on inclusion and raising achievement.
- The management of the school is very good and effectively maintains a very pleasant and purposeful working atmosphere for teaching and learning.
- Best value principles are central to the management and use of resources

## Commentary

39. All leaders create very effective teams, provide strong leadership and inspire, motivate and influence staff and pupils. They have a very clear vision for the future development of the school and have established a positive climate for learning which focuses on improvement and the achievement of all pupils. Strategic planning reflects and promotes the school's aims and priorities, including the promotion of racial equality. Leadership development is supported and encouraged by the headteacher and the governing body. Evaluation is embedded in all aspects of the school's practice. Innovative practice and in-service training in English and

literacy have raised standards in teaching and learning significantly, particularly by the end of Year 6. There is a strong and shared commitment to extend this good practice to mathematics, numeracy and science in order to raise standards further in these subject areas.

40. Very effective systems are in place for carrying out rigorous monitoring and evaluation of the school's performance. This provides clear evidence of pupils' progress within and across stages in the core subjects, and the achievement of different groups of pupils, including those from different ethnic minorities, enabling prompt and effective action to be taken where necessary. The school manages the recruitment, retention, deployment and workload of staff very well, in order to fulfil the strategic objectives and vision of the school. The recent improvements in staffing have had a very positive effect on pupils' achievements, as indicated by the most recent national test results. Performance management of staff, including support staff, is very thorough, and is effective in bringing about improvement. Induction procedures, professional development strategies and the school's contribution to teacher training are very good. The school budget is driven by the priorities in the school improvement plan. The headteacher and the governing body manage it very efficiently. They follow recommended procedures to obtain good value for money. Their understanding and application of the principles of best value are very good. The current larger than usual carry forward figure is because money has been set aside for the imminent improvements to the outside facilities.
41. The governance of the school is good. The governing body is well organised and improves its own performance through training. It has a good understanding of the strengths and weaknesses of the school and takes a very active role in shaping the vision and direction of the school. In ensuring that the school fulfils its statutory duties, it is particularly vigilant in checking that the school's policies in relation to special educational needs, English as an additional language, race equality, disability and gender are inclusive. It has a significant strategic influence in leading the school's development, with a clear focus on raising standards and improving the quality of provision. Under the strong leadership of a new and experienced chair of governors, the governing body challenges and supports the senior management team and is prepared to take difficult decisions where necessary.
42. The Ethnic Minority Achievement Grant (EMAG) is appropriately targeted to provide for specialist staffing. The EAL teacher is approachable and often involved in providing advice and guidance to staff. The head and senior management team have a good understanding of EAL issues and have effectively identified targets for improving provision with a clear emphasis on raising pupils' achievement.

#### **Financial information**

##### ***Financial information for the year April 2002 to March 2003***

Income and expenditure (£)	
Total income	1,354, 353
Total expenditure	1,103,113
Expenditure per pupil	2194

Balances (£)	
Balance from previous year	69,353
Balance carried forward to the next	137,598

## OTHER SPECIFIED FEATURES

### What is the effectiveness of community provision?

**Links with the local community are very good.** The school also offers an extensive range of courses and support programmes to meet the needs of parents and pupils, drawing upon national funding opportunities and local provision. This plays a vital contribution towards the inclusion of different groups and is having a positive impact on pupils' learning and achievement.

### Main strengths and weaknesses

- Good family learning schemes and projects that help parents to support their children's learning.
- Good adult education links including professional development programmes for the teaching assistants.
- Very effective joint initiatives with other primary and secondary schools.
- Useful links with community-based schools and churches
- Lack of funding to continue to appoint a community teacher and promote these initiatives more fully.

### Commentary

43. Despite the withdrawal of funding for the community teacher post, the school is continuing to run a large number of community based programmes and schemes that are making a vital contribution towards inclusion. These are well planned, managed and evaluated to ensure they are meeting the needs of the community and having a direct impact on pupils' learning and achievement. The co-ordinator for community aspects has been very successful in accessing funds to run these various initiatives, with the school's premises, including the community and multi-media rooms, being used to facilitate these schemes.
44. Many of these projects are targeted at providing additional support for parents and their children who have English as an additional language. The local education authority promotes adult education links through the school, particularly focusing on additional language development programmes for non-English speakers. This is helping to improve parents' language skills, enabling them to communicate more effectively and assist their children better. On-going family literacy and numeracy schemes for reception and nursery children are very successful. These are well attended by the parents and children and have been run for all ability levels. Family learning schemes have joint benefits - with parents gaining recognisable qualifications and their children making progress both in their learning and improved behaviour. Various professional development programmes are being offered, training parent volunteers to help in the school or providing additional qualifications for teaching assistants. A very successful story-telling club funded by the New Opportunities Fund enabled a small group in Years 1 and 2 to perform a musical at a local theatre. This offered a great boost to the pupils' confidence and self-esteem and was remarkable in improving levels of attendance during the rehearsals. Parents are also benefiting from additional facilities such as crèches and parent/toddler groups and book and toy lending schemes.
45. Funding by the Educational Action Zone has enabled very good collaboration amongst local primary and secondary schools as members of the Connected Learning Zone. This has made possible a number of special events and after school activities, as well as drawing in business partnerships with additional money. The most recent project is a multi-media Internet web-page challenge funded by a large information technology company.
46. The school has well-established links with community-based schools, with the premises being used each Saturday by a Chinese and Afro-Caribbean school, and a community church on a Sunday. This successfully fosters community partnerships as well as generating some valuable extra income for the school.

## What is the effectiveness of the work of the SEN Unit?

Provision for pupils attending the school's newly re-designated Moderate Learning Difficulty Centre is good.

### Main strengths and weaknesses

- Good quality teaching and support for pupils with significant special educational needs ensures that they make good progress.
  - The inclusion of pupils with significant special educational needs into "mainstream" classes is very effective.
  - Continued uncertainties due to delays in finalising decisions about staffing and budgeting for the new centre are impeding the development of the provision.
47. For a number of years, the school has been home to a successful Early Development Unit taking pupils aged between 4 and 7 with early development delay from around the borough. The philosophy has been to include pupils, wherever possible, fully into mainstream classes and the school has been notably successful in achieving its aim – eight of the unit pupils who had attended in the previous school year are now integrated fully into mainstream classes.
48. During the past year, the school has been attempting to obtain confirmation of the plans to make major changes to the centre from a ten-place centre for children aged 4-7 with developmental delay to a 20-place centre for children aged 4-11 with moderate learning difficulties. It was not until the end of the previous school year, in June, that confirmation was finally obtained. Delays in finalising decisions and the continued lack of clarity regarding staffing and budget for the new centre, have made it very difficult for the school both to retain and to recruit suitable permanent staff. At the time of the inspection the unit was responsible for 12 children from around the borough, with three reception-aged children and one lower junior-aged pupil newly-arrived just prior to the inspection. Two teachers were job-sharing the role of head of the centre with the support of a full-time nursery nurse and a full-time teaching assistant; the headteacher is aiming to appoint a full-time Head of Unit for September 2004.
49. Staff provide pupils with good and often very good support for their significant and disparate needs. Support takes place largely in class, where the unit staff work with pupils from the development centre alongside other pupils with special educational needs, including some with full statements. A few groups are withdrawn to work within the newly resourced "Rainbow Room" where there is now an interactive whiteboard that is used effectively to promote learning. Unit staff and classroom teachers work well together to promote independent learning and minimise dependence on adults. Teachers and support staff use a range of techniques to explain tasks to pupils and help them sustain their concentration and attention. Much early work with pupils is specifically related to improving communication and personal, social and behavioural skills, in order to allow them to be integrated into the mainstream classes. Progress is assessed and reviewed regularly. The two part-time teachers, one of whom works in the centre for three days and the other for two days, are in close contact, arranging to meet in their own time to exchange information on pupils' progress. Planning and record keeping are good, although information is not yet held on a computerised system and so is less accessible and analysable than it could be.

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

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

50. **Provision in the Nursery and Reception Year (Foundation Stage) is good, enabling children to make a good start to their learning in a welcoming and supportive learning environment.** All children make good progress and achieve well. This represents good improvement since the last inspection, when progress was sound.
51. Attainment on entry to the Nursery is very low. Despite the fact that children make good progress in the Nursery and achieve well, the attainment of children on entry to the Reception classes is still well below that expected for children of this age in all areas of learning. This is due to the fact that the percentage of pupils who speak little or no English is high and the number of children with special educational needs, including statements, is above the national average. A significant minority of children have not had any pre-school experience.
52. During the Reception year, children continue to make good progress towards the Early Learning Goals. The level of care and the quality of teaching are good and this leads to good learning on the part of all pupils. Emphasis is on the development of basic skills, and teaching support staff are used very well in this and other respects. Teachers use ongoing assessment well to provide work to suit the learning needs of all children. All adults have high expectations and insist on high standards of behaviour. Children respond with interest, concentration and creative effort. The co-ordinator demonstrates good leadership and management. She has plans to further develop the outside space as an outdoor classroom to complement the indoor classroom, when the proposed development is completed. At present, there are not enough facilities for good outside learning and this has an adverse effect on standards and achievement.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- Sensitive and effective induction procedures that enable children to settle in quickly
- Very good links with parents and carers that support children's learning
- Equality of access, for example through bi-lingual support, so that all children are fully included

#### **Commentary**

53. Personal, social and emotional development is an important feature of all areas of the Foundation Stage curriculum and is effectively promoted. Sensitive induction procedures and continuing support give children a confident start to their early learning. The staff establish very good links with parents and carers and these contribute towards children's learning, achievement and positive attitudes. Children settle quickly into the routines of the Nursery, as they participate in carefully planned, well-focused activities. Bi-lingual support further ensures equality of access to the curriculum for all pupils as, for example, when children read books and use the computer.
54. Children in the Reception classes approach new experiences with interest. They are encouraged to listen to what others have to say and take part in small group discussions and activities. Most children understand the difference between right and wrong and the effect of their words and actions on others. They gradually accept the need for class rules and a common code of behaviour. Children are taught to show care and respect for others and to appreciate similarities and differences between their own culture and that of others.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Well-planned opportunities to develop language in all areas of the curriculum.
- Adults hear children read frequently.
- Family Literacy Projects help parents to help their children.

### **Commentary**

55. In the Nursery, there are well-planned formal and informal opportunities to develop language skills in every area of the curriculum. The early emphasis on sounds and word building skills is crucial to pupils' language development. There is a good balance between direct teaching and practical activities to introduce and consolidate knowledge of letter sounds and other early reading and writing skills. Family Literacy and Numeracy Projects are of particular value in enabling parents to support their children.
56. The National Literacy Strategy is introduced gradually into the Reception classes. Children learn to recognise and know letter sounds and names. Most children listen carefully during teacher-led discussions and respond clearly. They extend their vocabulary and use a widening range of words to express their ideas as, for example, when they examined a variety of fruit and talked about their shape, size, colour, taste and country of origin. Most children are developing their reading skills well. Adults hear children read frequently and children benefit when they receive support in their reading at home. Children enjoy listening to stories, sharing books with adults and joining in with familiar refrains. They gradually develop good letter formation and have many opportunities to apply their writing skills, for example, when they write their news and stories.

## **MATHEMATICAL DEVELOPMENT**

**Provision in mathematical development is good.**

### **Main strengths and weaknesses**

- Good practical activities to develop mathematical and language skills
- Good use of sand and water play to develop mathematical concepts

### **Commentary**

57. Children in the Nursery show an interest in numbers and counting. Adults help children learn by means of questions and the reinforcement of mathematical and language skills. They are beginning to use number names and mathematical language in play. Most children have some idea of 'more' or 'less' when dealing with small numbers. Through sand and water play, they explore the shape of different containers. They are beginning to sort objects by colour and shape.
58. The National Numeracy Strategy is introduced gradually into the Reception classes. Most children recognise numerals to ten and count to ten accurately. They compare two groups of objects, saying whether they have the same number, 'more than' or 'less than'. They correctly fill in missing numbers in a sequence. Some children learn to relate addition to 'counting on' and successfully complete simple number sentences. Most children observe and use positional language and show an awareness of similarities and differences in shapes. Their understanding of capacity and weight is developed through their experience with sand and water, using words such as 'heavier' and 'lighter'.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

**Provision in knowledge and understanding of the world is good.**

### **Main strengths and weaknesses**

- Very good development of ICT skills
- Celebration of festivals, with emphasis on children's own backgrounds and knowledge
- Good range of activities for increasing understanding and use of the senses

### **Commentary**

59. Children in the Nursery become familiar with the school environment as they move around the school and explore the grounds at different seasons. They explore objects and show an interest in why things happen and how things work. A range of activities increase the use of their senses, for example, their sense of touch is developed as they select objects in the sand and water and explain what they feel like. Their computer skills are developed throughout each day. They access the Internet and together they use ICT to make presentations of books they have used.
60. Children in the Reception classes showed a good understanding of the immediate past, as they talked about their families. They developed their language skills as they made a pizza, selecting and cutting up their favourite vegetables and answering specific questions such as, 'What will happen to the pizza when we cook it?' A range of activities increase their understanding and use of their senses, such as the development of a sensory garden. Computer skills are developed progressively and children use a range of software to support the development of reading, phonics, number, sorting, matching, and word processing skills. They develop an awareness of family celebrations, such as weddings and christenings, and how they differ in different cultures.

## **PHYSICAL DEVELOPMENT**

**Provision in physical development is good.**

### **Main strengths and weaknesses**

- Good promotion of response to rhythm, music and stories through movement
- Good teaching of physical skills and the use of tools in the classroom

### **Commentary**

61. Children in the Nursery learn to manage their own clothing before and after physical activity, which takes place in the hall or outside. As a result of good teaching and adult example, they begin to respond to rhythm, music and stories through movement and gestures, and learn to start and stop on request. With support, they engage in activities requiring hand/eye co-ordination and use one-handed tools and equipment safely. Good use is made of the outdoor area to extend the work in the classroom, although there is no covered area and facilities are under-developed.
62. Children in the Reception classes demonstrated their developing ability to move with confidence, imagination, control and co-ordination, in safety, with an awareness of others, in the hall and outside. They use climbing equipment and wheeled vehicles safely in the outdoor area. They learn about the importance of exercise and a healthy diet and recognise changes that happen to their bodies when they are active. Physical skills in the classroom are taught well; pupils demonstrate increasing skill and control in handling tools, objects and malleable materials safely.

## **CREATIVE DEVELOPMENT**

**Provision in creative development is good.**

### **Main strengths and weaknesses**

- Good variety of media to explore in art
- Good opportunities and encouragement for children to use their imagination
- Plenty of opportunities to make and listen to music

### **Commentary**

63. Children's creativity in the Nursery is developed within stimulating learning areas that are well organised and resourced. They learn to use primary colours, to differentiate and mix colours and make their own play dough. With guidance and support, they learn to cut and join a variety of materials. They join in favourite songs and games, responding to sound with body movements.
64. Children in the Reception classes work well together in groups, negotiating plans and ideas and selecting resources. There is a clear focus for each activity, often featuring music. They explore loud and quiet sounds with their voices, hands and instruments, learning how sounds can be changed. They learn the names of musical instruments and explore sounds made by them. They listen to music from other cultures, recognise specific tunes and rhythmic patterns and explore long and short sounds. Adults encourage them to use their imaginations and communicate their ideas through music, dance and role-play.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

**Provision in English is good.**

### **Main strengths and weaknesses**

The strength of provision is the strong focus on achievement, resulting in a substantial improvement in standards, particularly by the end of Year 6. This is the result of:

- Very good leadership by the subject leader.
- A shared commitment to improvement by staff, governors, pupils and parents.
- Improved planning of lessons, and work matched to pupils' abilities.
- A more rigorous approach to teaching the basic skills of reading, grammar, phonics, spelling and writing.
- Very good teaching, leading to good progress and achievement on the part of all pupils.
- An enriched curriculum including book weeks, visiting authors, poets and storytellers and school productions.
- More systematic procedures for assessing and tracking pupils' progress and monitoring the results.

### **Commentary**

65. Standards in reading are in line with those expected of pupils in Year 2, and those in writing are currently below national expectations. Results in the national tests at the end of Year 2 in 2002 were well below the national average and the average for similar schools. Provisional results in the national tests in 2003 show that reading matched national expectations and was above average for similar schools. Writing had improved, although it was still well below the national average. Inspection findings show that all pupils, including pupils with special educational needs and those for whom English is an additional language, make good progress against their prior attainment and achieve well. They suggest that pupils' standards in reading will match national expectations by the end of their time in Year 2. This represents good improvement since the last inspection, when pupils' attainment was below national expectations and progress was satisfactory. There are no significant differences between the attainment of boys and girls, or different groups of pupils.

66. Standards in English match those expected of pupils at the end of Year 6. In 2002, results in the national tests were very low (in the lowest 5 % nationally) in comparison with the national average and with the average for similar schools. Provisional results in the 2003 national tests show that results were above the national average and well above the average for similar schools. Inspection findings show that all pupils make good progress against their prior attainment and achieve well. They suggest that pupils will meet the challenging targets set for them and will exceed the national average by the end of their time in Year 6. This represents good improvement since the last inspection, when attainment matched national expectations. There are no significant differences between the attainments of different groups of pupils.
67. Standards in speaking and listening match those expected at the ends of Year 2 and Year 6. The majority of pupils listen carefully to each other and to adults, and respond well to questions and discussions. This was evident in a lesson in Year 6 when pupils listened intently to the story of 'The Ivory Door' and discussed the characteristics of good narrative writing and, in particular, the need for a well-planned opening to engage the reader's interest. The good use of focused questioning by most teachers encourages most pupils to participate fully. During group reading sessions, a range of carefully selected materials provides a range of contexts for formal and informal speech. There are well-planned opportunities for the development of speaking and listening skills during discussions and paired and grouped activities in most subjects. For example, in a physical education lesson in Year 2, pupils combined adjectives and nouns, as they spoke of, and practised, low movements and high jumps. In a science lesson in Year 6, pupils used scientific terms confidently and developed their literacy skills, as they recorded and communicated the results of their experiments. Language and literacy skills are promoted well across the curriculum.
68. Standards in reading match those expected at the end of Year 2. Pupils' attainment in reading is tracked and analysed to improve standards. Regular focused reading sessions and a more consistent approach to the teaching of phonics have been instrumental in improving standards. Pupils are encouraged to read regularly at home and most parents are very supportive in hearing them read.
69. Standards in writing at the end of Year 2 are below those expected nationally. The school's focus on writing and the regular assessment and monitoring of unaided writing by pupils, is having a positive effect on raising achievement. There are planned opportunities for writing in all subjects, such as writing about Florence Nightingale in history, in Year 2. By the end of Year 6, the writing of many pupils is varied, thoughtful and interesting, employing a good range of vocabulary; it matches national expectations. The clear progression in pupils' learning over time is evidence that the school's continuing emphasis is having a positive influence on standards.
70. The school places strong emphasis on spelling. Phonics are taught systematically in the Nursery and Reception classes and this, together with more focused spelling lessons in Years 1 to 6 contributes to the ongoing improvement in spelling. The practice of learning weekly spellings and the ongoing assessment and monitoring of pupils' progress is having a positive effect on standards. There is clear evidence of the accurate use of a range of spelling patterns, by most pupils, and their vocabulary choices become more adventurous as they progress through the school. Appropriate emphasis is placed on neat handwriting and presentation.
71. The quality of teaching and learning is very good. The strengths of teaching are teachers' very good subject knowledge and planning and the strong emphasis on the teaching of phonics, reading, spelling, writing and handwriting. Teachers have very high expectations and manage pupils very well. Teaching methods are very effective, and time, support staff and resources are used very well. The quality and use of ongoing assessment is very good, enabling teachers to target the work to the standards that pupils have reached. Homework is used very effectively to support and extend learning. These strengths inspire pupils to apply intellectual and creative effort to their work. They are interested and enthusiastic and

concentrate fully. Pupils of all abilities make good progress and achieve well. Their acquisition of knowledge, skills and understanding is very good. They have a good knowledge of their own learning.

72. Strong leadership and an enriched curriculum including book weeks, visiting authors, poets and storytellers and school productions are instrumental in raising achievement. Procedures for the assessment of pupils' attainment and progress are good and assessment information is increasingly used to guide curriculum planning. The sensitivity of teachers and teaching assistants to the needs of pupils with special educational needs and those for whom English is an additional language, and the contribution of bi-lingual support ensure equality of access to the English curriculum for all pupils.
73. Leadership and management of English are very good. The subject leader is experienced, and knowledgeable and provides very good support for staff. Her leadership displays very clear educational direction. She has been instrumental in helping to raise standards through the introduction of initiatives such as, 'Jolly Phonics', enrichment work for more able pupils and a portfolio of pupils' work with guidance on how to progress further. Areas for future development include the increased use, currently satisfactory, of information and communication technology to support writing and the purchase of more fiction and non-fiction books.

### **Language and Literacy across the curriculum**

74. The National Literacy Strategy is implemented well and provides a good structure for the progressive development of pupils' reading, writing and spelling skills. Resources for the literacy hour are adequate and help teachers to deliver the elements of the strategy effectively. Additional literacy support for pupils who experience difficulties, provided by trained teaching assistants, is very effective in raising their attainment. Additional support for more able pupils results in more pupils achieving higher levels. Marking is supportive and identifies ways in which pupils can improve further.

### **MATHEMATICS**

**Provision in mathematics is good.** As a result, pupils achieve well in the subject, having entered school with a low level of attainment.

#### **Main strengths and weaknesses**

- The good leadership of the subject co-ordinator.
- The good quality of teaching in the subject.
- The good use of assessment to modify the curriculum and to track individual pupils' progress.
- The provision of support for pupils with special educational needs and, especially, for those learning English as an additional language is not always sufficient for the high proportion of such pupils in each class.

#### **Commentary**

75. Despite the good and often very good progress made by pupils as they move through the school, and significant improvements in the 2003 end of Year 6 national tests, standards in mathematics at the age of 7 and 11 remain below national expectations. This is because of the very low level of attainment of a significant number of pupils on entry to the school, the high proportion of special educational needs in the school and the large number of pupils for whom English is not their home language who join classes throughout the school during the year.
76. Teaching in mathematics is satisfactory in Years 1 and 2 and is good overall in Years 3 to 6. Teachers demonstrate good subject knowledge, they have good classroom- and behaviour-management skills, allowing most lessons to progress at a good pace and they match tasks

well to pupils' abilities and learning needs. This was demonstrated effectively, for example, in a Year 4 lesson observed, where, through appropriately matched and challenging work, very effective step-by-step teaching based on good subject knowledge and good use of visual support materials, pupils maintained a good focus on their work throughout the lesson and achieved well.

77. Pupils with special educational needs make good progress, including pupils from the Development Unit who are fully included in mainstream classes, and are supported well by classroom assistants and special needs teachers. However, in a small number of lessons observed, the provision of classroom support for pupils with special educational needs and English as an additional language was inadequate. For example, a Year 6 lesson was observed where despite good teaching and frequent interventions, the class teacher, working alone, found it very difficult to adequately support a very recently-arrived pupil, new both to the school and to the country, with a very limited understanding of English. For a significant proportion of pupils, their competency in English has a detrimental effect on their attainment in mathematics, although by the end of the junior phase, pupils' basic "numeracy" skills are broadly average. This was seen clearly, for example, in a Year 5 lesson where pupils were finding fractions of numbers and quantities with a great deal of enthusiasm and accuracy until they were posed the same questions in the form of word problems, when pupils immediately became confused and fell silent.
78. The subject-co-ordinator provides good leadership. She analyses school test results in detail and suggests amendments to the curriculum in the light of what is revealed – the school had placed a stress on "data handling" during the previous school year as a result of the analysis of the previous years' test results and preliminary results from the 2003 tests indicate a significant improvement in this area. Assessment in the subject is good; in addition to the detailed analysis of test results and trends noted above, pupils are tracked individually as they move through the school and as a result of this analysis, pupils in Year 2 and Year 6 are "set" for mathematics lessons on two days a week and additional support such as "Springboard" or "booster" maths lessons is provided. The evidence is that this arrangement is making a valuable contribution to raising standards, not least through providing extra challenge for higher attaining pupils. Although the judgements about attainment and achievement are broadly the same as at the time of the previous inspection, the curriculum provision, the use of assessment and the quality of subject leadership have improved significantly.

### **Mathematics across the curriculum**

79. Pupils make good use of their mathematical skills in subjects such as science and design and technology. A successful "Maths in PE" project undertaken during the previous school year in Year 6 is due to be disseminated across the whole school during the new school year.

## **SCIENCE**

### **Provision in science is good.**

#### **Main strengths and weaknesses**

- Very good focus on investigative work in Years 5 and 6.
- Good leadership by co-ordinator.
- Good use of mixed ability groups in lessons to promote collaborative work.
- Insufficient use made of ICT resources to support and extend learning.
- Although there are instances of very good support for pupils for whom English is an additional language, the overall level of support is insufficient.

## Commentary

80. Pupils in Year 1 and 2 build to a satisfactory extent on the knowledge and understanding of the world gained in the Foundation stage. There is evidence of careful teaching to move pupils on from reliance on worksheet recording to writing their own accounts of practical work. Higher attaining pupils, for example, have produced very good records in words and pictures of the life cycle of a ladybird. Overall standards are below the national average at the end of Year 2 (using evidence from the work of last year's groups) although the results of teachers' assessments in 2003 show that around 85 per cent of pupils did achieve the national expectation. As a result of sound teaching, pupils' achievement in relation to their starting point is satisfactory in terms of developing their knowledge, skills and understanding. Some pupils' learning is often hampered in these age groups by their lack of familiarity with the English language, which means that reading worksheets or recording in written form presents great difficulties for them. Pupils often show in oral work a greater understanding, especially when working with friends who are more fluent. This was evident in a Year 2 lesson about waterproof materials when the otherwise well-prepared recording sheet turned out to be too hard for many pupils because of specialist words, for example *Clingfilm*, *nylon*, *predict*. Nevertheless, pupils showed in the good recap session at the start of the lesson that they had some knowledge of materials such as these and other materials such as cardboard, paper, foil and cotton and their properties.
81. Continued sound, and sometimes good, teaching enables pupils to continue to develop their scientific knowledge base and their understanding of the scientific method during Year 3 and 4 although there is room for further development of experimental skills and recording. Good planning by the teacher and a good level of adult support enabled most pupils in a Year 3 class to make sound progress in sorting materials and to start to recognise possible connections between, for example *hardness* and *rigidity*, *softness* and *flexibility*.
82. The teacher's good subject knowledge and organisation promoted good learning and achievement for pupils in a Year 5 class. There was a good focus on making sure, through plenty of discussion in mixed-ability groups and as a whole class, that pupils knew what they were doing – planning an experiment to compare the air trapped in different soils. The teacher's questioning skills enable her to help pupils to consolidate and refine their understanding as well as providing her with good assessment information. In this lesson pupils demonstrated attainment in line with national expectations and achieved well.
83. Pupils in a Year 6 class benefited from the teacher's good planning and the good level of skilled adult support when they improved their understanding of fair tests and used one to investigate the effect of liquid temperature on solids dissolving. Good questioning by the teacher showed that most pupils had a sound understanding of the characteristics of a fair test and correctly used the language of *constants* and *variables*. Specialist support enabled pupils who were at early stages of learning English and those for whom the work was difficult to be fully included in the lesson and to contribute to its success. Good extra challenge was provided for higher attaining pupils, who discovered differences depending on whether coffee was 'loose' or compacted. The well-chosen practical activity provided the right level of challenge to all in terms of applying knowledge of fair testing and led to good achievement by all groups. The overall attainment in the class during this lesson was in line with national expectations except in respect of recording skills. On the evidence of work seen, overall standards at the end of Year 6 are close to, but below, national expectations.
84. The co-ordinator has a clear sense of what needs to be done to raise standards further, in terms of developing and using assessment, improving experimental work and recording and monitoring and supporting teaching and learning throughout the school. Although standards are broadly similar to those reported at the time of the last inspection there has been improvement in national test results at both Year 2 and Year 6 and the use of a published scheme and good resources contribute to good overall improvement since that time. However, there is currently too little use of ICT to support and extend learning in science. The overall quality of teaching in Years 1 and 2 is sound and in the junior years is good, leading to good achievement by the great majority of pupils over time from Year 1 to Year 6.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

**Provision for information and communication technology is good.**

### **Main strengths and weaknesses**

- The quality of teaching and learning is good and this enables pupils to achieve well.
- Good leadership and management of the subject has a positive impact on pupils' progress and teachers' increased confidence.
- Aspects of control and monitoring are not being taught systematically.
- Assessment procedures are underdeveloped and information is not used to inform planning and set targets.

### **Commentary**

85. By the end of Year 2, standards in ICT are above average and they are average by the end of Year 6. Standards have been maintained since the last inspection even though they were deemed to be well above average and this is due to the changes in National Curriculum requirements. The majority of pupils, including those with special educational needs and English as an additional language, achieve well against their prior attainment. Since the last inspection a great deal of planning has taken place, with a detailed scheme of work now in place and a great deal of staff development resulting in teachers' increasing confidence and better progress for pupils.
86. By the end of Year 2, pupils have good levels of confidence and a very good knowledge of basic operations when using a computer. Pupils in Year 1 know how to compose a text and explain how it can be amended by deleting and adding information. During the inspection, following the teacher's careful demonstration on the electronic board, the pupils successfully used the tools on a painting program, learning how to draw, using the paintbrush and the rubber tool to amend their drawing. In Year 2, the majority of pupils are already familiar with how to use a "PowerPoint" presentation. Higher attaining pupils use the various icons and tools effectively when adding a background and inserting images. From evidence of previous work, pupils have a sound understanding of how computers can be used to control external events, and have experience of using programmable floor robots, instructing them to move forwards and backwards.
87. By the end of Year 6, pupils attain above average standards when using computers for word processing. They confidently open and close applications, save and print their work, and draft and edit pieces of writing "on screen". Most pupils change the size, style and colour of text and have a clear understanding of the importance of layout and the size of letters. The majority of pupils from Year 3 to 6 achieve well in learning how to combine text and graphics and in "cutting and pasting" work from one program to another. Pupils also have a good understanding of how information can be gathered from a variety of sources including the use of the Internet and multimedia packages. Although pupils have some experience of using computers to control external events, this is a relatively weaker area of learning, and few pupils attain the expected level in this aspect of the ICT curriculum.
88. Pupils' achievement is reflected in the confidence they have in learning new skills and in the increasing sophistication of software used. Pupils particularly make gains as they are exposed to a range of skills and programs, which are demonstrated in the ICT suite, with opportunities for pupils to practise and experiment in pairs. Pupils' exemplary attitudes and interest in ICT contribute to the progress they make.
89. The quality of teaching and learning is good overall and this has been maintained since the last inspection. Lessons are well structured and have clear learning objectives. New skills are effectively demonstrated and thoroughly rehearsed using an electronic board to focus pupils' learning. Skilful questioning is used to focus pupils on the key learning points and effective interventions and support for individuals enable all pupils to have equal access to the activities

and make good gains. This was amply demonstrated in a Year 3 lesson where the clear emphasis on key vocabulary and the rehearsal of key skills enabled all pupils to make clear gains, with more able pupils being suitably challenged. End of lesson summaries are effective and enable pupils to gain heightened awareness of what they are achieving and where they need to improve. Where teaching was less effective, this was mainly due to the odd malfunction of hardware or the occasional lack of match in the demands made on pupils of different abilities, for instance when EAL pupils are not specifically targeted.

90. The subject is well led by a keen and very competent coordinator, whose enthusiasm and expertise have had a positive impact on raising staff confidence. Since the last inspection, the school has substantially increased its resources for ICT. The coordinator has a good overview of the development of the subject, with appropriate targets being identified that are clearly focussed on raising pupils' achievement in the subject. Assessment arrangements are underdeveloped but the school is aware of this and has already targeted this area for development in order to improve the progressive development of skills.

### **Information and communication technology across the curriculum**

91. **The use of ICT across the curriculum is good**, with many examples where lessons are linked to other subjects, for instance to history using the theme of Florence Nightingale, to geography when importing weather symbols and locating them, using a weather report prepared previously in a literacy lesson. Many other examples illustrate the growing use of PowerPoint presentations and a digital camera in a number of projects. Resources have improved, with the suite now being made available to pupils and parents after school.

## **HUMANITIES**

### **Religious education**

**Provision in religious education is good.**

#### **Main strengths and weaknesses**

- An enthusiastic and knowledgeable subject leader who provides clear guidance to the rest of the staff
- The progress made from a low level of attainment on entry to the school
- The positive attitudes and good behaviour of pupils
- The good quality of teaching in lessons seen in the juniors

#### **Commentary**

92. Since no lessons were observed during the inspection in Years 1 or 2, no judgements are made on standards, achievement or the quality of teaching in these year groups. However, standards at the end of Year 6 are in line with the expectations of the Hounslow Revised Syllabus for Religious Education, which is followed by the school and pupils' achievement is satisfactory. Standards are similar to those reported at the last inspection. Pupils throughout the school undertake work designed to develop their knowledge and understanding in each area of the agreed syllabus: A good feature of lessons observed was the positive attitudes to the subject displayed by pupils, who readily offered to talk about their own particular religion or festivals and who listened to other pupils with respect for their beliefs. This was observed, for example, in a Year 5 lesson where pupils were learning about the importance of "Harvest" as a Christian festival and developing their understanding that some features of religion are common to more than one particular faith. This positive attitude is a direct result of skilled teaching; teaching in lessons seen was good, being prepared well and based on good subject knowledge. The subject leader is enthusiastic about the subject and very supportive of colleagues, providing good advice and resources; this has a positive effect on pupils' achievement. There is a good range of resources for the subject, including artefacts for the key religions studied, and these are used well.

## History and Geography

**Provision for history and geography is satisfactory.**

### Main strengths and weaknesses

- The quality of teaching and learning in Year 6 in both subjects is good and this enables pupils to achieve well.
- History is used effectively to promote literacy and ICT skills.
- Assessment procedures are underdeveloped and information is not used to inform planning.
- The needs of pupils who are at an early stage of learning English as an additional language are not always well met.

### Commentary

93. Although no lessons were seen in Years 1 and 2 in history and geography, evidence from the analysis of work, the scrutiny of planning and discussion with teachers indicate that standards by the end of Year 2 in both subjects are in line with national expectations. By the end of Year 6, as a result of pupils' achieving well in history and satisfactorily in geography, standards are, respectively, above and in line with national expectations. Overall standards in geography have been maintained since the last inspection; in history they have been improved.
94. By the end of Year 6, in geography, pupils develop satisfactory mapping skills but their knowledge of other geographical issues is limited because of the gaps in coverage and the practice of teaching geography in blocks with sometimes long intervals between units. They show satisfactory understanding of the factors influencing the siting of village settlement and can locate places on a map using a key. In their study of Hounslow, they describe key physical features and justify where they would locate a leisure centre. In history, pupils show a high level of interest in the topics they study because the approaches used by the teacher engage their interest and enable them to use enquiry skills and research. From evidence of previous work, pupils develop good understanding of a range of themes in their study of Ancient Greece and use artefacts effectively to interpret their use, often taking the role of archaeologists and using mock "digs" to record their findings.
95. In history, pupils, including those with special educational needs, achieve well against their prior attainment. This is mainly reflected in their increasing use of historical evidence to record their findings and in the use of different sources of information. In geography, it is satisfactory because pupils' knowledge lacks depth, largely because coverage is less extensive.
96. The quality of teaching in history and geography is broadly satisfactory and is consistently good in Year 6. In the best teaching, learning objectives are clearly identified and shared with pupils. They are used at different points of the lesson to remind pupils of what they should be aiming to achieve and at the end of lessons to assess pupils' learning. Attention is focused on key vocabulary, which is explained clearly using illustration and examples, and the use of effective questioning to prompt and challenge pupils. This was demonstrated in a history lesson in Year 6 on the use and interpretation of artefacts to find out about the past. The activity was clearly devised to consolidate and extend pupils' enquiry skills; making other resources such as books available to help pupils check the artefacts they find and interpret their possible uses. The activity was also used to promote collaboration among pupils and to practise literacy skills as pupils discussed their findings in groups. Where teaching was less effective, this was due to teachers not effectively identifying and addressing the needs of EAL pupils to ensure that they had full access to the activities and were working to their full potential or to the lack of clarity in learning objectives with little emphasis on specific skills. In these circumstances, achievement for EAL pupils is not satisfactory.

97. Provision for history and geography is enhanced through extra-curricular activities and fieldwork. Pupils go on a number of visits, for instance on a fieldtrip to Godstone as a contrasting locality, and in history to Gunnersbury museum when they study the Victorians. Good use is made of theatre groups to explore topics on the Romans, the Tudors and Ancient Egypt. Assessment procedures are underdeveloped in both subjects and information is not used to identify clearly what different groups achieve. Good use is made of ICT, with good examples in history where pupils made a PowerPoint presentation of the times of Florence Nightingale and of their visit to Godstone.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

### **Art and design**

#### **Provision for art and design is satisfactory**

##### **Main strengths and weaknesses**

- Pupils have good attitudes to the subject and this contributes to the progress they make.
- Pupils with special needs make good progress because of the effective support they receive.
- Insufficient attention is given to the teaching of specific artistic skills to support pupils' progress.
- Few opportunities for three-dimensional work.
- Assessment procedures are underdeveloped and information is not used to inform planning.

##### **Commentary**

98. Standards by the end of Years 2 and 6 are broadly in line with national expectations, with standards being maintained since the last inspection. The majority of pupils, including those with special educational needs and those with English as an additional language, achieve appropriately as they learn a range of techniques and styles, often using the work of other artists to inspire them, and employing appropriate techniques to communicate their ideas. The majority of pupils use their sketchbooks well to gather ideas and test particular techniques. Overall, achievement is satisfactory.
99. Drawing skills are sound and there is evident progression as pupils move through the school. During the week of inspection some good work was produced when Year 5 pupils made observational drawings of items they brought from home, using chalk and charcoal as alternate media.
100. By Year 2, pupils mix colours to achieve different shades and tones; they mix secondary colours, and know the effect of adding white and black to other colours. Pupils make good use of paint to produce pictures and repeating patterns. By the end of Year 6, pupils blend paints carefully to a given shade. There are good opportunities for pupils to paint pictures of different sizes, for instance when they use a viewfinder and enlarge part of a picture they select. However, as in the last inspection, there are very few examples of three-dimensional work apart from some examples of collage using a range of material in Year 2. Pupils have limited opportunities to work with textiles or to design and make sculptures.
101. Pupils' attitudes are very positive and contribute to the progress they make. They listen attentively, participate in discussions and evaluate their work at the end of lessons. They share resources sensibly and show responsibility when asked to clear away and store resources.
102. The quality of teaching is satisfactory. In the best teaching, lessons are effectively introduced and exposition is judiciously used to focus pupils' attention on key ideas and skills. For example, in a Year 5 lesson on observational drawing where the teacher explained the importance of looking closely when drawing, the use of shade and light and the different textures they observe. As the teacher demonstrated the use of chalk and charcoal, she

showed pupils how they could use one finger to produce shading. This had an immediate positive effect on pupils' learning and achievement. Where teaching was less effective, not enough attention was given to specific skills or techniques and learning objectives were not clear enough to help pupils in terms of what they should be aiming to achieve.

103. The art curriculum is enhanced through the regular use of invited artists. Some use is made of ICT through the use of specific programs and this makes a useful contribution to pupils' learning. The subject contributes to pupils' social and cultural development in the sensitivity they show when evaluating each others' work and the range of art from different cultures. Assessment in the subject is underdeveloped and insufficient use is made of levels of attainment to identify expectations and to inform further planning.

## **Design and technology**

**There is no overall judgement on provision in design and technology.**

### **Main strengths and weaknesses**

- Good planning framework promoting progressive skill development in all three aspects of the subject, and good development of literacy skills.
- Good leadership and support provided by the co-ordinator.
- Under-use of ICT to support and extend learning.
- Some inflexibility in the allocation and use of time.

### **Commentary**

104. No lessons were observed in design and technology during the inspection and so no overall judgement is made on the quality of teaching or on pupils' attainment. However, teachers' planning, some examples of pupils' work and photographic records of work representing all three stages of the design process were examined. From this it is clear that the subject is taught regularly and that pupils develop their skills to a satisfactory extent. There is a good focus on progressive skill development, for example from making photograph frames in Year 3 to making Tudor houses in Year 4. Examples of linkages in moving pictures and of vehicles in Year 2 indicate that pupils have built well on the skills developed in the Foundation stage, achievement is good and standards are in line with expectations for their age.
105. Evidence from work in Years 3 to 6 shows continued sound development of skills and the subject provides a good vehicle for developing and using the skills of literacy and numeracy. Planning and evaluations, in particular, show that teachers focus well on developing literacy skills. Where possible, projects are linked to other subject areas, for example history or science, and this helps pupils to build a more coherent framework of knowledge, skills and understanding, especially for the many pupils for whom English is not their home language. Pupils' achievement is good throughout the junior years in their development of practical skills and acquiring an understanding of the design process. By the end of Year 6, pupils complete work, for example on shelters, that is designed and made to a satisfactory standard, often accompanied by evidence of good planning and evaluation. Standards are broadly in line with national expectations as they were at the time of the last inspection.
106. The co-ordinator provides good leadership for colleagues, ensuring, for example that there are clear planning sheets for the various units of work. The resources of ICT are not used sufficiently to support and extend learning in the subject; the co-ordinator recognises this as an important area for development. Although time is regularly allocated to the subject, some inflexibility in organisation means that lessons are not always of appropriate length for the planned learning activity. However, improvements in planning and resources since the last inspection have led to improved coherence and progressive skill development for most pupils.

## Music

**Provision in music is satisfactory.**

### Main strengths and weaknesses

- Good extra-curricular opportunities, including work with professional musicians.
- Links with other subject areas promote good learning and achievement.
- Time allocation to lessons does not always allow achievement of learning intentions.

### Commentary

107. All class teachers provide a weekly lesson for their pupils although these vary in length between 30 and 60 minutes. Where sufficient time is allocated, as in a Year 6 lesson observed, pupils achieve well and display standards above what is expected of them at the start of Year 6. In this case, the teacher gave adequate time to making sure that pupils understood the task of composing music to go with lyrics and to allowing them a period of experimentation with the instruments that they chose. As a result the quality of the subsequent group work was good and pupils showed good understanding of the different sounds made by instruments and how to combine them; some compositions had a good rhythm and fitted the lyrics well. The overall quality of teaching in Years 3 to 6 is good and pupils achieve well as a result.
108. Insufficient work was seen in Years 1 and 2 to come to judgements on teaching, standards and achievement. In the one, well-taught lesson observed in Year 2, there was insufficient time for pupils to show that they had achieved what was planned. They did, however, demonstrate a satisfactory level of knowledge of how sounds are produced with different percussion instruments.
109. In most of the lessons observed pupils achieved well and performed in line with national expectations. Examination of recorded evidence supports the view that standards at the end of Year 6 are broadly in line with national expectations, with elements of composition and performance that are sometimes above average.
110. Opportunities to learn to play instruments are taken up by a small number of pupils; the violinists contributed well to one of the assemblies. The music provision is also enriched by good extra-curricular opportunities, including visits from performers and by pupils attending concerts; a residency with the English National Opera is planned for later in the term. It is focused on *Science, Sound and Singing* and is a good example of the links with other subjects that are made to enhance the quality of learning. There has been a good level of improvement since the last inspection in the provision made and in the standards achieved. The co-ordinator, who provides enthusiastic and well-informed support for colleagues, recognises the need to address the issue of time allocation and to raise the level of all class music teaching to that of the better practice observed.

## Physical education

**Provision in physical education is satisfactory except in respect of swimming, which is unsatisfactory.**

### Main strengths and weaknesses

- All classes have weekly opportunities to work in three aspects of the physical education curriculum.
- Links with other schools, colleges and sports clubs provide good opportunities for skill development and competition in a wide range of games
- Resources are of good quality and used well; indoor and outdoor facilities are good.

- Provision for swimming is inadequate and does not cater sufficiently for pupils who do not achieve the national expectation by the end of Year 3 or those who join the school in later years.
- Some inflexibility in the allocation of lesson time sometimes means that pupils do not have enough time to develop and practise the skills they are being taught.

## Commentary

111. Pupils attain standards by the end of Year 2 that are in line with national expectations for their age; a significant proportion do better than this, particularly in elements of dance and gymnastics. In a well-taught lesson with a Year 1 class, the teacher's very good subject knowledge and focus on individual improvement led to good progress and achievement in rolling a ball accurately. Pupils were fully engaged in their learning, concentrating on further improving their performance when challenged to roll the ball between two markers. Year 2 pupils achieved well in dance and gymnastics lessons, showing increasingly good control and co-ordination. One lesson provided a very good demonstration of the potential of dance for promoting awareness and respect for other cultural traditions. Pupils were enthusiastic in response to clear teaching and good support from a parent as they learned the complexities of hand movements, stick striking and moving in a circle that were components of the dance that they were being taught. In another Year 2 lesson, good teamwork by the class teacher and one of the special educational needs teachers led to good involvement and achievement on the part of all pupils, including those who are at early stages of learning English. Because of careful and clear use of language and demonstrations that all could easily see, pupils understood what they had to do and improved in putting two movement ideas together, for example high jumps. Deliberate language development was an important objective in this lesson. Pupils responded well to extra challenge, for example doing a big jump, but landing quietly.
112. Some lessons in Years 3 to 6 suffered from being too short for pupils to benefit fully from their teachers' good preparation and planning. For example, in Year 3, pupils showed a developing understanding of using movement to portray, for example, a busy time of the day, but did not get as far as the teacher intended with linking actions together to create phrases and varying them in terms of speed and strength, because of the need to get changed. In Year 6, however, the same time allocation was appropriate for a lesson that was sharply focused on improving the skills of rolling forward. All pupils achieved well because of the teacher's insistence on improvement and the sensitive support that she provided to individuals who were having difficulty. Overall, the quality of teaching is good throughout the school and this results in good achievement on the part of pupils, many of whom have few opportunities to take part in physical activities outside school. It is good that pupils have a good overall weekly allocation of time to physical education although within that time is not always well apportioned. Pupils respond positively to the opportunities offered both in lessons and through a good range of extra-curricular opportunities, often offered in collaboration with other agencies and facilitated by the Education Action Zone. The links with other schools and organisations, often initiated by the co-ordinator, provide good opportunities for competitive sport. Recent changes to enable more pupils in Year 3 to achieve the national expectation of swimming 25 metres unaided are appropriate. However, the school does not make any provision for those pupils who fail to achieve this target to have further instruction and does not cater for those pupils who join the school after Year 3. This is unsatisfactory.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

**Provision in personal, social and health education and citizenship(PSHEC) is good.**

### **Main strengths and weaknesses**

- PSHEC is an integral part of the life and work of the school, with regular focused lessons, as well as being embedded well in teaching and learning across the curriculum.
- The overall quality of teaching, through example and lessons, is good and pupils achieve well.
- The school actively promotes healthy lifestyles, as demonstrated by the Healthy Schools award.
- The school successfully involves pupils, through regular consultation and an active School Council, success

### **Commentary**

113. The school effectively promotes pupils' learning about personal, social, health and citizenship issues through its open and inclusive nature, the way the curriculum is organised and taught and through weekly, focused PSHEC lessons and other events.
114. Most lessons, for example in science or history, are used to develop pupils' personal, social and language skills as well as those specific to the subject. Teachers frequently organise opportunities in lessons for pupils to learn to work together in pairs or in groups of different sizes, mixes of ability and gender. Pupils discuss the rules that will guide behaviour and routines in their class during the year and the School Council has an active role; pupils report that they feel that they have a voice and are listened to.
115. In a very good lesson with Year 5 pupils, they made very good gains in their understanding of personal responsibility and how it applies to them in their homes. This was achieved through very good focused discussion on looking after pets with written tasks set at varying level of demand to record and extend learning. The skills of literacy are promoted well through PSHEC and all pupils are very effectively included in learning in this area of the curriculum.
116. The PSHEC curriculum is well planned and firmly embedded in the school's practice. There is effective promotion of drugs awareness and sex education. National Lottery funding has enabled the provision of daily fruit for pupils in the nursery and Year R, 1 and 2.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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