

INSPECTION REPORT

WHITCHURCH MIDDLE SCHOOL

Stanmore, Middlesex

LEA area: Harrow

Unique reference number: 131316

Headteacher: Mr K Hildrew

Lead inspector: Kathryn Taylor

Dates of inspection: 14th - 16th June 2004

Inspection number: 258401

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Middle deemed primary
School category: Community
Age range of pupils: 8 - 12
Gender of pupils: Mixed
Number on roll: 346
School address: Wemborough Road
Stanmore
Middlesex
Postcode: HA7 2 EQ
Telephone number: (0208) 951 5380
Fax number: (0208) 951 5385

Appropriate authority: The governing body
Name of chair of governors: Mr Jamie Price
Date of previous inspection: June 1998

CHARACTERISTICS OF THE SCHOOL

Whitchurch Middle School is still a fairly new school, which opened eight years ago. It is of average size for a middle school, currently with 346 boys and girls aged between eight and 12. The vast majority of pupils joining the school in Year 4 are drawn from Whitchurch First School. Pupils' attainment when they join the school exceeds national expectations. There is generally little movement in and out of the school, except at the end of Year 6, when a fairly large number of pupils transfer to secondary education in the independent sector and in other boroughs. Pupils wishing to join Harrow schools take up some of the spare places. About three-quarters of pupils are from minority ethnic backgrounds. A number of ethnic groups are represented, with the largest groups being Asian and Asian British Indian. Although a high proportion of pupils are from homes where English is not the first language, few are at the early stages of acquiring English. Apart from English Gujerati, Urdu and Farsi are the main languages spoken. The proportion of pupils who have the special educational needs is below the national average, but the number with statements of special educational need is above average. Twenty-three pupils are on the higher stages of special needs Code of Practice, including ten pupils who have statements of special educational needs. Pupils' particular needs relate to learning or behavioural needs, speech and communication, physical needs or autism. The social and economic backgrounds of pupils are favourable. The proportion of pupils entitled to free school meals is below the national average. Staff mobility is fairly high. The school received Active Mark in 2001 and it has a well-established partnership with a leading provider of information and communication technology.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22424	Kathryn Taylor	Lead inspector	English English as an additional language Geography Special educational needs Design and technology
9163	Geoffrey Humphrey	Lay inspector	
12116	Christina Morgan	Team inspector	Science Information and communication technology Personal, social and health education Physical education
20063	Gerry Slamon	Team inspector	Mathematics French Music
3574	Kawal Singh	Team inspector	History Art and design Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Whitchurch Middle School is a good school with some very good features. The headteacher's very good leadership has generated very strong teamwork, effective delegation and very good communication. The senior staff, subject managers and governors make a good contribution to ensuring that the school is very well managed. The school provides a good standard of education for pupils from a wide range of backgrounds and pupils of all capabilities achieve well as a result. There is a clear focus on raising standards in all aspects of the school. The school provides good value for money.

THE SCHOOL'S MAIN STRENGTHS AND WEAKNESSES ARE:

- The headteacher's very good leadership sets high expectations for everyone.
- Test results at age 11 are well above the national average.
- Pupils achieve well in almost all subjects.
- Standards in information and communication technology (ICT) are very good.
- There are some weaknesses in the teaching of speaking skills and investigative science.
- The school provides a very good curriculum that meets pupils' needs very well and very successfully promotes their spiritual, moral, social and cultural development.
- Provision for pupils with special educational needs is very good.
- Pupils' very good attitudes to school contribute very well to their good learning.
- Teaching and learning are good.
- In some lessons, teachers talk for too long and in a few lessons seen teachers had difficulty managing some pupils' behaviour.

At the time of the last inspection in 1998, the school had been opened for only two years and had only half of its full complement of pupils. Since that time, the school has developed well. The headteacher, staff and governors have worked determinedly to extend the school, develop its own distinctive character and establish links with the local and wider communities. The school has successfully addressed most of the weaknesses that were identified in the last report. As a result there is a greater level of challenge for pupils, the longer-term vision for the school is very well established and the governors' role has been extended. Although some work has been done to remedy weaknesses in investigative science, these have yet to be fully addressed. The school has a good capacity to continue to improve.

STANDARDS ACHIEVED

Pupils' attainments in most subjects exceed national expectations and **pupils of all prior attainments achieve well during their time at the school.** The table below shows that the school's overall test results at age 11 are consistently well above those found nationally. The table also shows that when one compares the standards attained in the English and science tests in 2003 with the same pupils' results who took the tests at age seven, pupils in this school made better progress than pupils in similar schools. In mathematics pupils made the same amount of progress as pupils in similar schools. Standards in English, mathematics and science in the current Year 6 classes and throughout the school, are at least as good as those attained in the tests last year. Standards in ICT are very good. However, pupils' speaking skills and their ability to devise and carry out scientific experiments independently, need improvement to bring them to the same high standard as their attainments in other aspects of English and science.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A	A	A	B
mathematics	A	A	A	C
science	A	A	A	A

Key: A - well above average; B - above average; C - average; D - below average; E - well below average. Similar schools are those whose pupils attained similarly at the end of Year 2.

ATTITUDES AND BEHAVIOUR

Pupils' spiritual, moral, social and cultural development is promoted very well. This helps them to develop very good attitudes to school and to behave well. Pupils work hard. They have a good understanding of what is right and what is wrong. They respect one another and their teachers and the support staff. Relationships and racial harmony are very good among boys and girls from a wide range of backgrounds. Pupils attend very regularly and arrive on time.

QUALITY OF EDUCATION

The school provides a good standard of education. Teaching and learning are good. Teachers have high expectations of their pupils and have good knowledge of all subjects. They plan interesting activities and keep a good overview of pupils' progress. As a result, pupils learn well and they develop a very clear understanding of what they need to do to improve. Teaching assistants are deployed well and make a very good contribution to pupils' learning. All staff develop very good relationships with pupils. The strengths in teaching far outweigh any weaknesses. Nevertheless, teachers sometimes take up too much time talking in lessons and some teachers occasionally experience difficulty in managing a minority of pupils' inappropriate behaviour. The curriculum is very good. All National Curriculum subjects are taught for a good amount of time and teachers make very good links between subjects. More attention needs to be given to extending pupils' speaking skills and those in investigative science. The school makes very good use of its links with the community and visits and visitors to school to support and extend pupils' learning. All staff ensure that pupils are very well cared for and safe at school. The school works very well with parents.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher leads and manages the school very well and provides a very clear educational direction. Senior managers support him well. Staff with subject and management responsibilities provide good leadership and management. The governors are supportive of the school and carry out all of their statutory responsibilities well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents are very satisfied with the school and feel that their children are getting on well. They support their children's education very well. Pupils very much enjoy school and are very happy there. They say they like all types of lessons and really enjoy learning. They trust their teachers and the support staff. They say they get lots of help from the staff, that they are fair and generally respond to their needs and concerns.

IMPROVEMENTS NEEDED

THE MOST IMPORTANT THINGS THE SCHOOL SHOULD DO TO IMPROVE ARE:

- Provide more opportunities for pupils to develop their speaking skills across all subjects and to become more independent in devising, setting up and carrying out investigations in science.
- Improve a minority of teachers' skills in managing difficult behaviour.
- Ensure that pupils have more time to contribute and to complete their own work during lessons.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

STANDARDS ACHIEVED IN SUBJECTS

Pupils of all prior attainments achieve well and their attainment exceeds national expectations in almost all subjects.

MAIN STRENGTHS AND WEAKNESSES

- Test results at age 11 are well above the national average.
- Pupils' skills in mental calculations and their knowledge of number facts are particularly strong.
- Although pupils develop a good knowledge and understanding of science, their skills in devising and carrying out their own investigations independently are underdeveloped.
- Pupils' speaking skills need to be extended to bring standards up to the same very good level as pupils' work in other aspects of English.
- Pupils' attainment in information and communication technology (ICT) is well above national expectations.

COMMENTARY

1. In recent years, test results at age 11 have been consistently well above the national average and have improved at a rate similar to that found nationally. Most pupils at the school attain at least the level expected of pupils of this age and a high proportion of pupils attain standards that exceed this. Boys and girls attain similar standards because the school works successfully to address any apparent differences. Pupils from different ethnic groups are represented across all ability levels and there are no significant differences in pupils' achievements.
2. The table below shows that between 2002 and 2003 test results in English and science rose, while those in mathematics fell slightly. Inspection evidence confirms that standards in the current Year 6 classes are at least as good as test results last year. Pupils' attainment in mathematics has improved on that found last year due to the school's emphasis on extending the provision. Two aspects of pupils' attainment that require further development are their speaking skills and their skills in devising, setting up and carrying out their own investigations and experiments. These skills are not formally assessed as part of national testing arrangements and pupils are not achieving as well as they could.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	29.3 (28.8)	26.8 (27.0)
mathematics	28.6 (29.5)	26.8 (26.7)
science	30.9 (29.9)	28.6 (28.3)

There were 90 pupils in the year group. Figures in brackets are for the previous year.

3. Pupils' attainment in ICT is well above national expectations. They develop very good skills, including keyboard skills and use a range of ICT equipment confidently to support their learning across subjects.
4. Standards across most other subjects are good and some very good work was also seen, for example in design and technology, French and art and design. A high proportion of pupils' attainment in music is also well above that expected, as many learn to play an instrument and benefit from a good number of after school clubs. Standards in almost all subjects have improved well since the last inspection.
5. Inspection evidence clearly shows that pupils of all prior attainments achieve well. Higher attaining pupils are challenged and frequently attain standards that are well above national expectations. Pupils with particular talents are extended through teaching and the school's extra-curricular provision. The small number of pupils who enter school without any prior knowledge of English achieve well overall. Greater emphasis on developing all pupils' confidence in speaking clearly would, however, enable these pupils to develop their skills more quickly.
6. Pupils with special educational needs attain standards that are sometimes below and for a small minority of these pupils, well below national expectations. They nevertheless achieve well. Pupils with complex needs, including those with statements of special educational need, make very good progress. This is because they receive a good level of additional, very skilled and well-informed adult support from special needs teaching assistants, specialist teachers and the special needs co-ordinator.

PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES

The school makes **very good** provision for pupils' spiritual, moral, social and cultural development. As a result, pupils' behaviour is **good** and their attitudes towards learning are **very good**. Pupils enjoy school; hence attendance and punctuality are **very good**.

MAIN STRENGTHS AND WEAKNESSES

- Teaching and the curriculum promote pupils' personal development very well.
- Pupils' very good attitudes to school and good behaviour contribute very well to their learning.
- Relationships and racial harmony are very good.

COMMENTARY

7. The good picture reported after the last inspection has been strengthened. Pupils enjoy school and find the work interesting and often challenging and this contributes to their good progress and achievement. Pupils' very positive views about the school's provision are confirmed by their well above average attendance and very good punctuality. Also

very good are the attitudes of pupils who have special educational needs. Like other pupils, they demonstrate a strong commitment towards their learning, even when they sometimes find things difficult. Pupils are encouraged to take on many responsibilities around the school. Representatives of the school council take their duties very seriously and have a significant influence on the life and work of the school. Older pupils develop leadership skills as house captains and by helping with the organisation of extra-curricular activities and clubs.

Attendance in the latest complete reporting year (%) 2002/2003

Authorised absence		Unauthorised absence	
School data	5.2	School data	0.0
National data	6.0	National data	0.3

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

8. There have been no exclusions, as the table below shows. Behaviour is good, although very occasionally in lessons where teachers do not insist on high standards, behaviour is sometimes not good enough. Pupils behave very well in the playground and in assemblies. The very good relationships, racial harmony and inclusion of all pupils from diverse ethnic backgrounds are particular strengths of the school. Pupils co-operate well, value others' contributions and are caring and supportive towards their peers. Around school, they are courteous and polite and welcoming towards visitors. Incidents of bullying and harassment are infrequent but pupils confirm that, when such behaviour is reported, it is dealt with quickly and effectively.

9. Pupils' personal development is fostered very well. Their understanding of moral and social values is promoted very well in assemblies, through the wider curriculum and in lessons such as those devoted to personal, social and health education and citizenship, religious education, English and history. The school celebrates and successfully encompasses all religious faiths and pupils develop a good understanding of different beliefs and cultures.

ETHNIC BACKGROUND AND EXCLUSIONS

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	Number of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	92	0	0
White – Irish	3	0	0
White – any other White background	14	0	0
Mixed – White and Black Caribbean	7	0	0
Mixed – White and Asian	7	0	0
Mixed – any other mixed background	6	0	0
Asian or Asian British – Indian	124	0	0
Asian or Asian British – Pakistani	9	0	0
Asian or Asian British – Bangladeshi	2	0	0
Asian or Asian British – any other Asian background	34	0	0

Black or Black British – Caribbean	17	0	0
Black or Black British – African	13	0	0
Chinese	5	0	0
Any other ethnic group	8	0	0

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

THE QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good** standard of education. Teaching and learning are **good**. The curriculum and curricular enrichment are **very good**. The school provides **very good** levels of care. Links with parents and the community are **very good**. Links with other schools are **good**.

TEACHING AND LEARNING

Teaching and learning are **good**. Assessment is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Teachers are increasingly making good and very relevant links between subjects.
- Teachers' have very good skills in ICT which enable them to teach the subject very well and to enhance their teaching across all subjects.
- The basic skills of reading, writing and mathematics are taught well, but greater attention needs to be given to promoting pupils' speaking skills and to enabling them to devise their own scientific experiments.
- Sometimes teachers talk for too long in lessons.
- Teachers have high expectations of all pupils' achievements.
- Pupils work hard and this contributes very well to their learning.
- Teaching assistants make a very good contribution to pupils' learning.
- Teachers promote pupils' personal development well but a minority sometimes need extra support with managing difficult behaviour.
- Specialist French teaching is of a particularly high standard and some excellent teaching was also seen in music and design and technology.

COMMENTARY

10. The good quality teaching and learning found at the time of the last inspection have been maintained well. The team approach to planning and to the regular review of plans generally ensures consistency across classes. However, occasionally individual teachers need to do more to adapt the plans to the needs of different groups of pupils within their own classes. The school's current emphasis on making teaching and learning more creative, interesting and meaningful is developing well and proving very effective. Some excellent examples of this were seen, as for example in history and geography project work.
11. The basic skills are taught well, which results from good training and staff development opportunities. Teachers usually provide good opportunities for pupils to apply and extend their numeracy and literacy skills across work in other subjects. Two areas needing further development relate to providing more opportunities for pupils to set up and devise

their own experiments in science and giving more attention to promoting pupils' speaking skills. Teachers' ICT skills are very good. They use ICT very well to support teaching and ensure that pupils use it regularly and appropriately to extend their learning. Homework is used well to extend pupils' learning.

12. Teachers have high expectations of their pupils, keep them working hard and frequently set challenging tasks that get them thinking and learning well. Pupils themselves are very keen to learn and this makes a strong contribution to their achievement. They understand the strengths and weaknesses in their work very well and know what they need to do to improve. This results from teachers' good assessments across all subjects and regular feedback to pupils. An area for development is more regular attention to assessing all pupils' speaking skills. The procedures for identifying pupils with special needs are very good. Pupils' individual education plans are well written with precise targets that are easily measured. Special needs staff keep a very good check on pupils' progress, both in lessons and over time. Arrangements for assessing the progress of a minority of pupils at the early stages of learning English are satisfactory. The specialist teacher employed for half a day each week assesses pupils new to the school and keeps records on the progress of pupils that she supports.
13. Teaching assistants are very well deployed. Special needs assistants are very well informed and well trained. They promote pupils' learning and social development very well and also ensure that where appropriate, pupils' behavioural and medical needs are fully addressed. During whole-class teaching sessions, they often quietly and unobtrusively provide additional input for pupils, keep them on task and learning at a good rate. They know their pupils very well and quickly take the initiative to respond to pupils' emerging needs. The teaching assistant, who is employed specifically to work with pupils at the early stages of English language acquisition, provides good support for pupils' learning.
14. The teaching promotes pupils' personal development very well. All staff treat pupils very positively and provide some good opportunities for group work, where pupils are encouraged to work co-operatively. This also contributes to pupils' learning, since it provides opportunities for them to talk and to clarify their thinking, as well as to learn from one another. In a number of lessons seen, a common weakness was that teachers talked too much at the start of lessons, as well as regularly drawing pupils back together when they were meant to be working independently or in groups. In most instances, the staff manage pupils' behaviour well. Nevertheless, there are occasions when this is not the case and individual pupils can then disrupt their own and other pupils' learning. A few teachers need additional support to develop this aspect of their teaching.
15. Specialist French teaching is excellent because it is exciting and very successful in engaging all pupils' interest and participation. Some excellent teaching was also seen in music and in design and technology. In these lessons staff had a very good grasp of the subject. Excellent use was made of the available time to maximise pupils' participation in practical activities. At the same time staff kept a very good overview of pupils' progress and developing understanding, guiding individuals and groups as the lessons progressed.

Summary of teaching observed during the inspection in 47 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
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4 (9%)	10 (21%)	21 (45%)	11 (23%)	1 (2%)	0 (0%)	0 (0%)
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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.

THE CURRICULUM

The very **good** curriculum pays good attention to all subjects and includes a **very good** range of extra-curricular activities. The accommodation and resources are **very good**.

MAIN STRENGTHS AND WEAKNESSES

- Participation in the arts and in sporting events is very good.
- ICT is used very well to support pupils' learning across all subjects.
- The school provides very well for pupils with special educational needs.
- There has been a strong impetus for curricular innovation and the school has developed good cross-curricular links since the last inspection.
- Investigative science has not been fully developed since the last inspection.

COMMENTARY

16. The very good curriculum enables pupils to achieve well across all subjects and promotes high standards. It meets statutory requirements to teach the National Curriculum, religious education, personal, social, health education and citizenship and also includes French. All subjects are allocated a good amount of time. Pupils have good opportunities to apply their literacy and numeracy skills across subjects. There is a strong emphasis on developing meaningful links between different areas of the curriculum, which allows pupils to apply their knowledge and understanding across subjects. In most subjects the school has achieved a good balance between teaching knowledge and understanding and providing opportunities for pupils to use their skills in creative and investigative work. This has been less successful in science, where investigations are too tightly structured and pupils have too few opportunities for independent investigations and problem solving.
17. The school organises a very good number and range of extra-curricular activities and clubs, which are very well attended. They include a wide range of sporting, musical and artistic activities. An extensive programme of instrumental teaching benefits a large number of pupils and the school has a flourishing orchestra. Pupils regularly go out on visits, including residential visits, to support and extend their learning. All of these make a valuable contribution to both learning and pupils' personal development.
18. The use of ICT is exemplary and the very good practice in this area is constantly being refined and updated. Opportunities for using ICT are built into all planning and pupils consider it as a natural part of lessons and learning. The confidence and maturity with which they do so is a testament to the success of the policy.
19. The provision for pupils with special educational needs is very good. The relatively new building is very accessible to wheelchair users and the school goes out of its way to include all pupils, to meet their needs and to ensure that they have full access to all activities. The specialist teaching is very good and support staff are well trained.
20. Resources for teaching and learning are very good and are used well, but the resources in the school library are inadequate. The attractive buildings and grounds are used well as a learning resource and have a beneficial impact on learning. The school benefits

from specialist science, music and technology rooms, which allow for curricular initiatives which would otherwise not be possible. The school also benefits from regular access to the local education authority's sports facilities, since it is situated directly next to them. Links with the secondary school to which the majority of pupils transfer have also extended curricular opportunities, particularly in ICT, design and technology and sport.

CARE, GUIDANCE AND SUPPORT

The standard of welfare, care and support is **very good**. Pupils know that their views and opinions are valued and trust their teachers and other staff.

MAIN STRENGTHS AND WEAKNESSES

- Pupils' personal and academic development is regularly monitored and they receive very good guidance.
- There is a very good level of mutual trust and respect between pupils and staff.
- There are very good arrangements for child protection, health and safety.
- The school liaises very well with external agencies to support pupils with special educational needs.

COMMENTARY

21. The very good pastoral care, support and guidance is well matched to pupils' individual needs. Staff know pupils well and provide an environment in which everyone is encouraged to work hard and achieve their best. There are very good arrangements for settling pupils in when they first enter the school. The transfer arrangements for pupils leaving at the end of Year 7 to join their next school are also very good.
22. There is very good awareness of the needs of vulnerable pupils and the arrangements for child protection are effective, because those responsible are experienced and well trained. The school draws on external advice appropriately. The special needs co-ordinator and staff liaise very well with external agencies that provide support and expertise in relation to these pupils, some of whom have very complex needs. This enables them to be fully integrated into mainstream education. Health and safety practice is rigorous and there is good provision for first aid. The school is maintained and cleaned to a very high standard.
23. The relationships and trust among pupils and between pupils and staff are very good. Pupils express confidence that, when they have concerns or need to seek help or guidance, staff will listen and almost always respond to their needs. Through the school council, which includes elected representatives from every class, pupils' opinions are sought, considered and acted upon. These very good standards of care have been maintained well since the previous inspection.

PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY

The school has a **very good** partnership with parents. Links with the community are **very good** and there is **good** liaison with other schools.

MAIN STRENGTHS AND WEAKNESSES

- Parents have very positive views of the school and value the quality of education it provides.
- There are very good links with the wider community.

COMMENTARY

24. The very effective partnership with parents has been very well maintained since the previous inspection. Regular, well-attended presentations are organised to enable parents to gain a better understanding of the curriculum and of teaching and learning processes. Annual reports provide a very good summary of pupils' progress and achievement and suggest targets for future learning. The minutes of the pre-inspection meeting and returned questionnaires confirm that most parents have positive views about the quality of education and standards of care provided.
25. The school has good systems for consulting parents and responding to their views and concerns. It successfully engages with parents from a diverse range of ethnic backgrounds. The majority of parents actively support and extend their children's learning. Attendance at consultation meetings is very high. Parents of pupils identified as having special educational needs attend regular meetings to discuss and review their children's progress.
26. The joint parent-teacher association with Whitchurch First School regularly supports the school through organising fund-raising and social events. A significant number of parents also assist with sports coaching and extra-curricular activities. The school has developed very good links with the wider community and good relationships with a number of commercial organisations. The Hindu community use the school building as their temple and religious teaching centre at weekends.
27. Effective links with other schools include a close working partnership with Whitchurch First School and the schools share a number of facilities. The sporting and curricular links with other Harrow schools are well established. The school's good links with overseas schools in Italy and Poland have provided opportunities for pupils to communicate by e-mail and take part in exchange trips.

LEADERSHIP AND MANAGEMENT

The school is **well** led and **very well** managed. The headteacher provides **very good** leadership, which underpins the work of the school. The deputy headteacher, senior managers and co-ordinators effectively support him. The governance of the school is **good**.

MAIN STRENGTHS AND WEAKNESSES

- The leadership of the headteacher, supported by the senior management team, has been successful in bringing about good improvement since the last inspection.
- The governance of the school is good and governors are appropriately involved in shaping the development of the school and in ensuring that all statutory requirements are met.

- Clear priorities have been identified for the school's future plans, supported by very efficient approaches to financial management.
- Rigorous monitoring of staff performance has been a major factor in ensuring good quality teaching.
- Communication between all members of the school community is a very strong feature of its leadership and management.

COMMENTARY

28. The very good leadership of the headteacher underpins all the work of the school, which is focused on raising standards, enabling pupils to achieve well and seeking continual improvement. Senior managers' roles are clear and appropriate and they ably support the headteacher in his relentless drive for improvement. They are experienced, effective and share the headteacher's vision for the school. The development of a team of professionals with a shared sense of purpose, focused on presenting pupils with a broad, interesting curriculum and on raising standards in all areas of pupils' development, is evident in the good quality teaching. A very good example of these improvements is found in the quality of provision for ICT.
29. The management and leadership of subjects are good. As a result of staff changes, a few of the co-ordinators are relatively new and inexperienced. However, new co-ordinators are conscientious and very well supported by senior managers in the performance of their duties. All aspects of special needs work are very well organised, led and managed and are rigorously monitored. Support staff and teachers have regular access to expert advice and guidance. The school manages any difficulties in recruitment and retention of staff very well to ensure consistency in pupils' learning. Rigorous monitoring of staff performance by the headteacher and senior managers is very effective in bringing about improvement and securing good teaching. There are good arrangements for the professional development of all of the staff, including newly qualified teachers.
30. The governing body supports and challenges the school well. Although a significant number of governors are relatively new, there is a core of experienced, well-informed members and governors show a good understanding of the strengths and weaknesses of the school. They have good access to training. They fulfil all their statutory duties and are very involved in current developments through the school development planning committee. This is a very good improvement since the last inspection. There are very effective procedures for keeping all members of the school community informed about the school's work.
31. The school is very strongly committed to ensuring that all pupils, whatever their needs or backgrounds, are included in all aspects of its work and that all can take full advantage of the many high quality learning opportunities it offers.
32. The headteacher and governors ensure that the school's resources are used well to meet educational priorities and that the principles of best value are applied in all aspects of its work. The office staff are efficient in the performance of their duties and help the school to run smoothly. The experienced administrator manages finances very well and keeps the headteacher and governors very well informed. The money carried forward from previous years at over nine per cent of the school's budget, is above that recommended. The school explains and inspection evidence confirms, that the number of pupils leaving Year 6 and the number remaining or joining Year 7 pose a level of uncertainty in regard to funding each year. This along with some unforeseen savings on staffing, accounts for the larger than recommended carry-forward. Considering the good improvements since the last inspection, the school's very good ethos, its good leadership and management, the good standards attained by pupils and the good quality of education, the school gives good value for money.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	1,026,078
Total expenditure	1,016,214
Expenditure per pupil	3,024

Balances (£)	
Balance from previous year	94,425
Balance carried forward to the next year	104,289

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGES 2 AND 3

ENGLISH

Provision for English is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Test results at age 11 are well above the national average.
- Pupils achieve well.
- Pupils listen well, but their speaking skills are a weaker aspect of their attainment.
- Reading and writing are taught well.
- Teachers increasingly make very good links between pupils' English work and that in other subjects.
- Pupils' attitudes to learning are very good.
- Teaching assistants and special needs teachers provide pupils with very good support.
- Resources are generally good, but the library stock is inadequate.

COMMENTARY

33. Standards in reading and writing in the current Year 6 classes are well above national expectations. This is the same picture as found in test results at age 11 in 2003 and over the past few years. Almost every pupil attains at least the expected Level 4 by the end of Year 6 and a high proportion of pupils exceed this. Standards are not quite so high by the end of Year 7, but are above national expectations. These differences in standards in Year 6 and 7 arise, because a good number of the very highest attaining pupils leave at the end of Year 6. Pupils' good skills in reading and writing contribute very well to their learning across other subjects.
34. Pupils listen well and frequently very well. Teachers provide some opportunities to extend pupils' speaking skills, through drama and when once every year each pupil provides a short talk for their class. Nevertheless, too little attention is given to promoting this aspect, both in English lessons and in lessons in other subjects. As a result, pupils' speaking skills lag behind their skills in other aspects of English. When answering questions or expressing opinions in lessons, pupils frequently speak too quietly and sometimes inaudibly, which makes it difficult for others to hear them and benefit from what they have to say. In less formal contexts, pupils are more confident speakers and they communicate more effectively.

35. Pupils throughout the school achieve well in reading. Pupils in Year 6 read fluently with very good expression, bringing the passage to life. They talk with enthusiasm about books they have read, identifying their reading preferences and authors. Teachers provide pupils with an appropriate range of opportunities to read aloud in lessons and to themselves. They have frequent opportunities to use the Internet and to use CD Roms to extract information. The school is in the process of extending the size of the library and later intends to extend the stock. This is a positive plan since the number and range of library books currently on offer are inadequate.
36. Pupils' skills in writing are well developed. The school has been working hard and very successfully to raise standards in this area in recent years. The content of pupils' writing is good and shows good achievements. Teachers give very good attention to developing pupils' vocabulary and ideas, teaching the correct spelling, grammar and punctuation. The presentation of work in pupils' books is satisfactory. The school teaches handwriting to pupils lower down the school and does some focused work with specific pupils later on. Nevertheless, a minority of pupils still struggle to write quickly and neatly in a joined style of writing by the time they are in Years 6 and 7.
37. Scrutiny of pupils' past work shows that teaching and learning are good. Strengths include the very wide range of interesting and meaningful written tasks that are presented to pupils. An excellent example was seen in Year 6 when literacy skills were taught through a history topic on Britain since the 1930s. As part of this topic pupils produced a wide range of writing. For example they wrote their response to the abdication of Edward the Eighth, accounts from the viewpoint of an evacuee, menus designed to incorporate weekly rations and questions to ask visitors who came in talk to them about wartime experiences. ICT was also used very well to produce an authentic 1940s newspaper which incorporated use of a range of different styles of writing, texts and imported pictures. Teachers use a good range of well-chosen texts on which they base their teaching of key skills and which contributes very well to pupils' spiritual, moral, social and cultural development. They also include texts chosen specifically to suit boys' interests. Teachers use assessment well to analyse and track pupils' performance. They ensure that pupils know their personal targets, understand how well they are progressing and what they need to do to get to the next stage. Pupils' work is marked regularly and comments provide helpful feedback.
38. In the few lessons seen during the inspection strengths in teaching included teachers' good knowledge and enthusiasm for the subject and effective use of ICT. Weaknesses in some lessons related to insufficient attention being given to the precise needs of lower attaining pupils, missed opportunities to promote better speaking skills and too much talking by the teacher, which limited the amount of written work pupils produced.
39. English is well led and managed and the co-ordinator has implemented some good improvements to provision since the last inspection. She has written and regularly updates the schemes of work for all year groups, which ensure that skills are taught progressively. There is an expectation that class teachers will then adapt the teaching plans where appropriate to meet their own pupils' needs, although this was not always evident in lessons seen. Teachers do however, provide good advice to teaching assistants about how they can support pupils. Pupils with special educational needs, including those with a statement of special need receive very good support from teaching assistants and the special needs teachers. Few pupils are at the early stages of learning English. Those who are, make satisfactory progress in acquiring spoken English. Greater

emphasis on developing all pupils' spoken English and the appointment a member of the teaching staff to take on responsibility for leading and managing the overall provision for pupils learning English, would enhance the provision for these pupils.

LANGUAGE AND LITERACY ACROSS THE CURRICULUM

40. Reading and writing skills are developed well across the curriculum. Pupils read and write as part of their work across most subjects. Pupils' speaking skills are in general not promoted well enough across subjects, except in French, where pupils speak loudly, clearly and confidently.

MODERN FOREIGN LANGUAGES

French

Provision for French is **very good**.

- Pupils attain standards that exceed those expected and they achieve very well because of the very good teaching.
- The subject is expertly led and managed.
- Pupils' very good attitudes to the subject result in high-quality learning.

COMMENTARY

41. By the end of Years 6 and 7, most pupils attain standards that exceed national expectations. There is a strong emphasis on speaking and understanding spoken French. Pupils listen attentively to discriminate sounds and develop accurate pronunciation. They respond well to questions and instructions couched in familiar language. Due to the emphasis on developing spoken French, pupils are growing in confidence, reproducing precisely what they have heard. Pupils also produce very good examples of pupils' written French, using a word processing program.
42. The quality of teaching is very good overall and the specialist teaching is excellent. The specialist teacher also gives very good advice to other teachers, some of whom teach French to their own classes. Her expertise allows her to employ a mainly oral approach and to present pupils with a very good model of spoken French. Lessons are highly interesting, very well planned and fun. As a result, pupils readily reply to questions and try hard to build up simple conversations. The teacher uses a wide range of teaching methods to hold pupils' attention and to consolidate their learning. The quality of pupils' vocabulary indicates the very good progress they have made since starting to learn French.
43. Pupils have very good attitudes to French and behave very well in lessons. They enjoy interacting with the teacher and with each other and are keen to do well. Pupils with special educational needs and those who learn English as an additional language are fully included and play a full part in the highly stimulating lessons. An indication of the very good progress pupils make is that pupils who join Year 7 with little or no previous experience of learning French, nevertheless attain standards above those expected by the end of the year.

44. All pupils learn French, which forms an important part of the school's overall curriculum. It provides a very worthwhile experience for pupils and prepares them well for their next stage of education. It also helps to expand pupils' cultural horizons and further develops their awareness of the structure of language. The very good scheme of work helps to ensure pupils' year-on-year progress. A good range of resources, including those for ICT, are very well used to support teaching and learning.

MATHEMATICS

Provision for mathematics is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Test results are well above the national average by age 11.
- Pupils achieve well as a result of the good teaching.
- The subject is led and managed well.
- There is an increasingly good emphasis on pupils' ability to devise and explain the strategies they use.
- Pupils have very good attitudes to the subject.
- The structure of some lessons does not allow sufficient time for pupils to work independently or for teachers to work with pupils at different levels of attainment.

COMMENTARY

45. Standards are well above national expectations by the end of Year 6 and above those expected by the end of Year 7. The difference in attainment in Years 6 and 7 occurs because of high pupil mobility at the end of Year 6 and in Year 7. Tests results for pupils in Year 6 show that since 1999 standards have usually been well above the national average and compared well with those in similar schools. There was an exception in 2003, when they were not as high as in previous years. The school subsequently carried out a thorough analysis of test results to identify areas for improvement. As a result, a new mathematics scheme to support the learning of lower attaining pupils has been introduced, as well as additional booster classes. Assessment arrangements, including the setting of individual targets for pupils, have also been improved. These initiatives, together with a whole-school approach to developing pupils' problem-solving skills, have resulted in better standards in the current Year 6 classes.
46. Teaching and learning are good. Most teachers structure their lessons well so that a good pace of learning is maintained. In the best lessons, all pupils benefit from the right amount of direct teaching. A very good example of this was seen in Year 7, when pupils were identifying shapes that tessellate. The class teacher and teaching assistant taught and challenged different groups of pupils quietly as they worked, ensuring very good learning at different levels. In some lessons, the pace of learning slows after a stimulating mental session because teachers give lengthy explanations to the whole class and then call the whole class together too often. This results in pupils' concentration being interrupted and them not having enough time to complete set tasks.
47. The National Numeracy Strategy is well adapted to support teachers' planning for the particular needs of their pupils. Many features, such as the mental mathematics sessions and the discussions of strategies, are securely embedded. There is a strong emphasis on mental computation so that pupils' understanding of mental strategies is very good by

the end of Year 6. An analysis of work in pupils' books shows that all aspects of the subject are covered systematically and thoroughly.

48. The very good relationships in the classroom and pupils' very good attitudes and behaviour, give pupils of differing attainment confidence to offer answers, knowing that they will be appreciated. Teachers use a good range of resources to allow all pupils to answer, checking each answer quickly. Very good examples were seen of pupils applying their numeracy skills to problem-solving situations when they could use and apply their learning in meaningful ways. For example, in a very good Year 6 lesson pupils tested their predictions and checked their answers using function machines. By the end of Year 6 and Year 7, most pupils develop their own strategies for solving problems and higher attaining pupils are efficient in arriving at and providing reasons for their conclusions. Lessons begin with teachers sharing the learning objectives with pupils and end with a good session for reviewing pupils' progress. As a result, pupils have a good understanding of their own learning. Teachers regularly mark pupils' work and written comments indicate to pupils how they might improve.
49. Provision for pupils with special educational needs is very good, ensuring they have full and equal access to the curriculum and are fully included in lessons. Pupils learning English as an additional language are also well supported and achieve as well as other pupils of similar ability. There was no evidence during the inspection of any difference between the attainment of boys and girls.
50. Very good use of ICT means pupils gain a good understanding of data-handling skills as part of their work across the curriculum. By the end of Year 6 and Year 7, most pupils can collect and separate data and use a frequency table to represent them. Higher attaining pupils go on to explain the conclusions demonstrated by graphs, diagrams and pie charts. The subject is conscientiously led and managed by the recently appointed co-ordinator who is very well supported by the headteacher and senior management team.

Mathematics across the curriculum

51. Pupils have good opportunities to apply their mathematical skills to work in other subjects such as design and technology and science and consequently develop an appreciation of the practical uses of mathematics.

SCIENCE

Provision for science is **satisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- Test results are well above those found nationally.
- Throughout the school pupils' knowledge and understanding of science exceeds national expectations.
- There is overall good coverage of the curriculum, but the weaknesses in investigative science identified at the last inspection have not been fully addressed.
- Staff make good use of the specialist science room.

COMMENTARY

52. Standards in science are above the nationally expected level by the end of Years 6 and 7. Pupils have good knowledge and understanding of most aspects of the curriculum. However, as at the time of the last inspection there are too few opportunities for independent investigative work. Although the school has gone some way to provide more opportunities for pupils to tackle more open-ended investigations and to apply knowledge gained in one aspect of science to their learning in another, this is still relatively underdeveloped. Investigations are largely highly structured and carried out by the whole class. There are still too few opportunities for pupils to plan their own experiments, choose their own equipment and devise their own ways for recording the results. As a result, although most pupils can explain the concept of a fair test, they are not enabled to decide on which variables to change or to generalise a scientific principle from the particular investigation they are undertaking.
53. The quality of teaching is satisfactory, but it is more variable than at the time of the last inspection. Lessons are carefully planned and prepared. Resources, including the specialist science room, are used well. Information and communication technology is used very effectively to support pupils' learning. In most if not all lessons, teachers demonstrate good knowledge of the subject. The very good relationships between adults and pupils and between the pupils themselves underpin the effective learning in most lessons. This was evident in the well-taught sex-education lessons observed. Lessons were conducted in a positive and open manner, which encouraged pupils to clarify any misconceptions they might have had.
54. Some lessons are timetabled to last for two hours. This is too long and introductions were sometimes too long, leading to some pupil inattention and some unproductive use of the time, rather than a brisk and purposeful approach to addressing the learning objectives. Because all pupils undertake the same tasks, higher attaining pupils in particular are given too few opportunities to develop their independent investigative skills through work that is qualitatively different in challenge. The very tight structuring of tasks and investigations does not allow pupils the opportunity to learn from trial and error and from making their own mistakes. In one lesson, the class teacher demonstrated simple experiments, but pupils had no opportunities for practical work and few opportunities for close observation. Marking is regular but some does not concentrate sufficiently on evaluating pupils' scientific understanding. The subject is satisfactorily led and managed, but as there have been several changes of co-ordinator in recent years, this has limited the impact of improvements and developments.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

MAIN STRENGTHS AND WEAKNESSES

- Pupils have very good ICT skills and use them confidently.
- The teaching is very good.
- Leadership and management of the subject are very good.
- ICT is used well to support teaching and learning across the curriculum.

COMMENTARY

55. Standards by the end of Year 6 and Year 7 are well above those expected nationally and pupils achieve well. The promising start noted at the last inspection has been successfully built on. Very effective use of ICT is now firmly established as a strength of the school and it is a key element in the school's educational philosophy.
56. Pupils use computers and a range of other ICT equipment confidently throughout the day in a variety of lessons and in different situations. Many pupils have good basic touch-typing skills, which give them the speed and confidence to use computers as a natural alternative to writing. Around 70 pupils have their own laptops in school, which they use regularly in lessons.
57. There is good coverage of all aspects of the curriculum and opportunities for using and reinforcing skills are built into the planning across all subjects. An impressive amount of pupils' work in all subjects is stored on the school's network and is easily accessible to others. The curriculum is significantly extended and enhanced by a range of after-school clubs and activities, including one for gifted or talented pupils. Links with the local technology college provide good opportunities to extend the curriculum, for example providing opportunities for web designing. Pupils with weaker skills are identified and additional teaching is provided to enable them to achieve well. Pupils with special educational needs have regular access to computers and appropriate software to help meet their learning needs.
58. The quality of teaching is very good and most teachers have very good knowledge of the subject. They are able to demonstrate what they want pupils to achieve and have very high expectations, particularly of pupils' ability to apply their skills in a range of different situations. Teachers' confidence in the use of equipment promotes rapid and effective learning. When occasionally pupils' own skills and knowledge exceed those of their teachers, they are encouraged to demonstrate their abilities.
59. The subject is managed by a highly effective team, whose individual skills, including invaluable technical expertise, complement each other. This enables the whole network to run smoothly and lessons to proceed in a brisk and uninterrupted manner. The different elements of the team work together to create a lively and ICT-orientated atmosphere to which pupils across the ability range respond in a mature and enthusiastic way. The already very good practice is constantly being refined as new equipment is introduced.

INFORMATION AND COMMUNICATION TECHNOLOGY ACROSS THE CURRICULUM

60. Teachers' planning identifies very good opportunities for pupils to use ICT as part of their work in other subjects. This has a very positive effect on pupils' learning. For example, in English, pupils draft and redraft their work using their word-processing skills. In mathematics and science, pupils devise formulae to create spreadsheets, create graphs and pie charts and extract information from these. Pupils make informed choices about the best way of showing data. For example Year 6 pupils know that pie charts are useful for showing percentages while line charts are more appropriate for showing continuous data.

HUMANITIES

Religious education and history were inspected in full. Work in geography was sampled. Only one geography lesson was seen, so judgements are based on looking at a small sample of pupils' work and discussions with pupils.

HISTORY

Provision for history is **very good**.

MAIN STRENGTHS AND WEAKNESSES

- Standards across the school exceed national expectations.
- Pupils' achievement is good as a result of good teaching.
- Pupils have very good attitudes to learning and work in history contributes very well to their spiritual, moral, social and cultural development.
- Very good links are made between history and other subjects.
- Teachers make very good use of visits to places of interest and visitors to school.
- The subject is very well led and managed.

COMMENTARY

61. By the time they are in Year 6, pupils have a good understanding of the importance of primary and secondary sources of evidence. This was promoted very well when, as part of a study of life in World War Two, they had very good opportunities to interview members of the local community with first-hand experience of The Blitz and who were evacuees themselves. By the time they are in Year 7, pupils have good knowledge of the events preceding the French Revolution and have good skills in analysing evidence. For example they can discuss the advantages and disadvantages of different courses of action open to Louis XV1. Throughout the school pupils' research skills are very well developed and extended through regular use of the Internet and CD Roms. Teachers use timelines well to help pupils develop a good sense of chronology and pupils learn to understand that history can be interpreted in different ways. This was evident in a lesson in Year 4 when pupils discussed the death of Tutankamun.
62. Teaching and learning are good and pupils achieve well. Teachers plan their lessons well and establish very good links with other subjects such art and design, design and technology and ICT. They also ensure that pupils apply their literacy skills very well to write reports and accounts. Pupils' interest and involvement in the subject are promoted well by good use of visitors and visits to places of interest. This also helps to emphasise the importance of first hand experience. Pupils with special educational needs achieve well, as do pupils from different ethnic groups and a minority of pupils who are still learning English. In a lesson in Year 4, for example, the teacher emphasised and

modelled key vocabulary very well before asking pupils to present their case to convince an audience. Although many pupils spoke well, the speaking skills of some of the pupils are not sufficiently well developed and in general pupils need more opportunities for discussion in lessons.

63. History makes a very good contribution to pupils' spiritual, moral, social and cultural development. They develop very positive attitudes to learning and work very well and collaboratively with their peers. Since the previous inspection, the school has made many improvements to provision as a result of the very good leadership and management of the subject. A detailed curriculum plan ensures that history is planned for and taught across the school. Assessments are good and pupils' progress is tracked and recorded effectively.

GEOGRAPHY

64. It is not possible to make an overall judgement on provision in geography. Information from one lesson seen, discussions with pupils and displays around the school indicate that pupils study a broad, interesting curriculum that is well supported by visits and visitors. For example, as part of a local study, pupils in Year 5 explore first-hand the geographical features of Stanmore. Following a residential trip to Bournemouth, pupils in Year 6 were able to explain coastal erosion and compare the geographical features of a coastal resort with those in their own locality. Discussions with pupils in Year 7 show that they both enjoy geography work and have a good understanding of the topics studied, such those about France and French culture, about primary, secondary and tertiary industries, fair trade and world poverty. Over the past few years, the school has taken part in the Comenius Project, which aims to bring schools together to exchange information and develop a better appreciation of life in different European communities. This has involved establishing very good links with schools in Poland and Italy and pupils exchanging visits so as to share experiences and cultural traditions. Pupils talked enthusiastically about these experiences and the ways in which they have helped them to develop a better understanding of different European lifestyles.

RELIGIOUS EDUCATION

The provision for religious education is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Pupils' achievement is good and standards exceed those expected by the end of Year 6 and Year 7
- Teaching and learning are good.
- Pupils' spiritual, moral, social and cultural development is promoted very effectively through work in religious education.
- The subject is well led and managed.

COMMENTARY

65. The good provision has been maintained since the previous inspection. Standards exceed the expectations set out in the locally agreed syllabus by the end of Year 6 and Year 7. Discussions with pupils indicate that they know more than the work recorded in their books indicates, because their learning is extended through discussions and visits

to places of worship and through individual and group research. Pupils have a good understanding of books that are special to different religions and understand the importance of, for example, the Torah for Jews, the Bible for Christians and the Qu'ran for Muslims. Pupils in Year 7 have a more detailed knowledge and understanding of the beliefs and values taught by different religions and the importance of religion in people's lives. During a very good lesson seen in Year 7, most pupils indicated that religion had a considerable influence on their own lives.

66. Teaching and learning are good. Pupils and teachers between them have religious backgrounds that represent all the religions taught in the school and good use is made of this to enrich all pupils' learning. Staff respect pupils' backgrounds and encourage them to feel proud of their religion and heritage. Lesson planning is good and ICT is used well to research information, for example when Year 6 pupils used the Internet and CD Roms to find information about famous mosques and worked collaboratively in groups to present their findings. In some lessons seen where teaching and learning were judged satisfactory, pupils needed more encouragement to concentrate on their work and to contribute to class discussions.
67. Religious education makes a very good contribution to pupils' spiritual, moral, social and cultural development and Christianity and other faiths receive good attention. Whole-school planning ensures that the content meets the requirements of the locally agreed syllabus. Pupils are keen to learn about other cultures. Discussion with them shows they respect other cultures, are aware of moral issues and the emphasis religions put on respecting everyone. Pupils with special education needs are well supported in lessons and achieve well. The co-ordinator is new to the post and her role is developing well. She monitors pupils' work and standards and has appropriate plans for future developments in the subject.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Physical education, design and technology and music were inspected in full. Art and design was sampled. Judgements about art and design are based on pupils' past work, discussion with pupils and the co-ordinator and one lesson observation.

ART AND DESIGN

68. By the end of Year 6 and Year 7 pupils' attainments exceed national expectations. The work of the highest attaining pupils is of very high quality. This was demonstrated by their sketches, drawings and paintings in the style of famous artists such as Claude Monet, Rene Magritte and Arthur Garfield Dore. Pupils make independent choices as to the artist to study and have well-developed skills to compare and contrast their styles. This was evident when one pupil wrote that in the picture of 'Mountain Lake' by Salvador Dali, 'The sky is bluish green, it changes shades as it gets closer to the mountains. Garfield Dore uses similar technique in many of his works such as in Ice and Clouds'. Teaching and learning in the one lesson seen, in Year 4 were good. Pupils worked well. The techniques of decoupage adding depth to their pictures of Ancient Egypt were taught well. The specialist teacher provides very good leadership and management of art and design. She plans work for all classes, provides specialist teaching in some classes and regularly monitors teaching, assesses pupils' work and tracks their progress. She also provides demonstration lessons, which help individual teachers to extend their expertise. All aspects of the curriculum are very well covered and pupils carry out regular visits to art

galleries, such as The Tate Modern, which further enhance their learning. Work in art and design is very well linked to subjects such as history, ICT and design and technology.

DESIGN AND TECHNOLOGY

Provision for design and technology is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Pupils achieve well and attain standards that exceed national expectations.
- Teaching and learning are good and are occasionally outstanding.
- Pupils' attitudes to learning are very good.
- Work in design and technology is well linked to pupils' work in other subjects.
- The subject is well led and managed.

COMMENTARY

69. Standards across the school exceed national expectations. This is evident for example in the Tudor houses made and finished to a good standard in Year 5 and in the structures and shelters designed and made in Year 6. Some very good quality work was also seen in Year 7, in food technology and the quality and range of bags that pupils have designed and made.
70. Although few lessons were seen, the quality of pupils' past work clearly indicates good teaching and learning. The basic skills of designing, planning, making and evaluating are emphasised and pupils also have good opportunities to explore and disassemble products. Discussions with pupils as well as the quality of their work show they really enjoy the subject, work hard and take a pride in their work. This was also often the case in lessons. In a food technology lesson in Year 7, for example, when pupils were asked to work in groups to prepare a range of dishes, their behaviour and attitudes were outstanding. Boys and girls worked very sensibly, co-operatively and largely independently of adults. They maintained very high levels of interest throughout and were happy to share their tasks and learning with one another. Very good opportunities for group and independent work contributed very effectively to pupils' personal development. Teaching was excellent because pupils were given lots of independence, but they were also given clear instructions and appropriate guidance and support when necessary. As a result, pupils' learning was excellent and standards were extremely high.
71. The school's scheme of work is regularly updated and improved. It ensures that the National Curriculum requirements are fully met and that work in design and technology is very well linked to pupils' learning in a number of other subjects. There are particularly good links with mathematics, literacy, ICT and French. The subject is well led and managed, which has resulted in regular improvements to work in the subject since the last inspection. The good resources, including the very well equipped food technology room, are used well.

MUSIC

Provision for music is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Pupils' attainment exceeds national expectations.
- The quality of teaching is good, resulting in good achievement.
- Very good peripatetic provision and pupils' very good take-up of it, strongly support pupils' learning.
- The unsatisfactory attitudes and behaviour of a small number of pupils in some Year 5 and Year 6 lessons, slows the pace of their own and others' learning.

COMMENTARY

72. Standards attained by pupils by the end of Year 6 and Year 7 are above those expected nationally. The school has a strong tradition of music and pupils benefit from specialist teaching. They are provided with a rich curriculum which meets statutory requirements and also enhances pupils' spiritual, social and cultural development well. In lessons, pupils have regular opportunities to take part in a variety of musical activities that combine performing, composing and appraising music from a range of cultures and periods. In an outstanding lesson, Year 4 pupils were listening to, evaluating and composing rock and roll music. Their achievement was excellent because of the specialist teachers' high expectations, her ability to build on prior learning and to give simple and clear explanations suited to the needs of all groups of pupils. Although the overall quality of teaching seen during the inspection was good, the inappropriate behaviour of a minority of pupils in some Year 5 and Year 6 lessons meant that they did not benefit fully from the specialist teaching they were receiving. Expectations of all pupils' behaviour need to be raised so that their own and others' learning is not disrupted.
73. The curriculum is very well enriched through high quality peripatetic music tuition from which about a third of all pupils benefit. Pupils' experiences are also extended through a wide range of extra-curricular activities such as the pop choir and the orchestra. There are many opportunities for pupils to take part in school performances and to sing at the annual arts evening and a local residential home for the elderly. Pupils' social development is highly supported through taking part, with other schools, in borough band, guitar and string festivals. The co-ordinator leads and manages work in music well.

PHYSICAL EDUCATION

Provision in physical education is **good**.

MAIN STRENGTHS AND WEAKNESSES

- The range of extra-curricular opportunities is very good.
- The staff are confident and have good expertise.
- Resources are excellent.

COMMENTARY

74. The school provides good coverage of all aspects of the physical education curriculum through carefully planned lessons, a wide range of extra-curricular activities and extended opportunities provided through residential trips.
75. Standards in the few lessons seen during the inspection were line with those expected and pupil achievement was at least satisfactory. A significant number of pupils have good skills in particular areas of the curriculum. These are extended through the wide range of sports clubs, inter-school tournaments and specialist teaching provided by the local secondary school to which the majority of pupils transfer. Teaching and learning are good. There is appropriate emphasis on the development of basic skills consolidated through a range of enjoyable activities. In some of the lessons seen there was a lack of opportunities for pupils to play complete games, which had a limiting effect on the development of all of their skills. This was particularly evident in a cricket lesson in Year 7, where pupils' over-arm bowling skills were good, but their fielding skills were not.
76. The subject is led and managed well by an enthusiastic and knowledgeable co-ordinator who undertakes some specialist teaching. She has already revised the policy and much of the scheme of work and successfully raised the profile of the subject through a variety of new initiatives. Resources are excellent and good use is made of the extensive facilities to which the school has access.

PERSONAL, SOCIAL, HEALTH EDUCATION AND CITIZENSHIP

Provision for pupils' personal, social and health education is **very good**.

MAIN STRENGTHS AND WEAKNESSES

- Work in personal, social, health education and citizenship is well integrated into other curriculum areas.
- There is a very thorough and detailed scheme of work.
- Very good relationships between adults and pupils and among pupils underpin effective learning.

COMMENTARY

77. The school has a strong commitment to this aspect of its provision, which permeates the whole curriculum. The fact that the school operates as a harmonious, multi-racial community and has a firm and effective policy on inclusion contributes very well to the

effectiveness of its provision. The school's approach and policy are well understood by teaching and support staff and adults provide good role models. The school actively promotes the emotional and physical wellbeing of its pupils through a wide range of physical education activities, extra-curricular activities and other initiatives. The teaching of sex education and relationships, carried out in an open and confident manner, enables pupils to discuss these issues in a positive and mature way. Pupils are also taught about the dangers of drug and alcohol abuse.

78. The school's participation in the Healthy Schools' Initiative is also instrumental in promoting positive lifestyles and good attitudes to health and pupils' well being. The school council took the initiative, first to change what was sold in the school tuck shop and then to abandon it all together in favour of a breakfast club. Pupils feel that they are properly consulted over a range of issues and that their views are properly valued. They have a good understanding of citizenship and social justice and of the role they can play in maintaining good relationships. Girls and boys of different ethnic backgrounds and abilities all work co-operatively in lessons and learn profitably from each other.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
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

Overall standards achieved	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
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	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3

The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
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).