

# INSPECTION REPORT

## **BERRYMEDE JUNIOR SCHOOL**

Acton

LEA area: London Borough of Ealing

Unique reference number: 101866

Headteacher: Mr R W Macfarlane

Lead inspector: Ms M J Goodchild

Dates of inspection: 12 – 14 January 2004

Inspection number: 260128

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior school
School category:	Community
Age range of pupils:	7 – 11
Gender of pupils:	Mixed
Number on roll:	280
School address:	Osborne Road Acton London
Postcode:	W3 8SJ
Telephone number:	0208 993 9063
Fax number:	0208 896 0472
Appropriate authority:	Governing body
Name of chair of governors:	Dr G Leversha
Date of previous inspection:	November 1998

## CHARACTERISTICS OF THE SCHOOL

The school has 280 pupils on roll, aged from 7 to 11. It is located in the heart of a high-rise council estate – the South Acton Estate – where there is marked socio-economic deprivation. It takes 96 per cent of its pupils from the estate; a small minority live in temporary accommodation. The school is ethnically diverse and there is a particularly high proportion of Black or Black British pupils (mostly of Somalian heritage). Over half the pupils are refugees or asylum seekers. Eighty-seven per cent of pupils speak English as an additional language, which is very high and has increased considerably since the last inspection. Ten pupils are at an early stage in learning English – the most common first languages are Somali, Arabic and Farsi. In total, there are 42 home languages. A very high proportion of pupils arrive between the beginning of Year 3 and end of Year 6 speaking little or no English, some having never attended school before. Many refugee pupils come from single parent families and have experienced extreme trauma and depression. There are three traveller pupils. Sixty-two per cent of pupils are eligible for free school meals, which is well above the national average. A high proportion of pupils (42 per cent) have been identified as having special educational needs. Attainment on entry to Year 3 is below average; additionally, many pupils who join the school in other years have had little formal education. Overall, prior attainment is therefore well below average.

Out-of-school care is provided for 33 children and 11 pupils attend the breakfast club. The school is involved in a local education authority behaviour improvement project as a result of its location not because it experiences behavioural problems. In 2002 and 2003, the school gained a Schools Achievement Award, and in 2003 it won the William Morris Museum prize for art.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
15918	Margaret Julia Goodchild	Lead inspector	Information and communication technology Religious education Art and design
9748	Cliff Hayes	Lay inspector	
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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a highly effective school with many excellent features.** Pupils achieve very well and standards are above average. The school gained a School Achievement Award in 2002 and 2003 in recognition of excellent achievement. Pupils make exceptional progress in their personal development. The inclusion of all pupils, regardless of their cultural heritage or background, and the integration of pupils new to the school – and often also to the country – are outstanding features. The headteacher provides excellent leadership and the school gives very good value for money.

The school's main strengths and weaknesses are:

- Achievement is high and results in National Curriculum tests in 2003 were in the top five per cent compared with similar schools nationally.
- Pupils of Black African and Black Caribbean heritage and those recently arrived in the country perform much better than similar groups in the local education authority and the rest of the country.
- The headteacher's extremely high expectations and total commitment inform all aspects of the school's work.
- The excellent ethos, care and support provided for pupils contribute a great deal to their personal development and academic success.
- Teaching and learning are very good, and the school uses assessment information rigorously to support pupils' achievement in English, mathematics and science.
- Very effective provision is made for pupils with special educational needs and those for whom English is an additional language.

The school has made very good improvement since it was last inspected, in November 1998. Issues identified in the last inspection have been tackled effectively and there has been a significant improvement in all areas. Standards have risen considerably, teaching and learning have improved, and there is increased coherence in procedures for supporting and challenging pupils.

### STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those with a similar proportion of pupils eligible for free school meals*

**Pupils' achievement is very good.** In 2003 National Curriculum tests, results were above the national average in English, well above in science and in line with other schools in mathematics. Test results showed that the achievement of pupils who were at the school from the beginning of Year 3 to the end of Year 6 was excellent. Compared with similar schools, based on the proportion of pupils eligible for free school meals, results placed the school in the top five per cent nationally for English, science and overall. The upward trend in the school's results in recent years has been above the national trend. Standards in Year 6 are above average in English, mathematics and religious education, and well above average in science. Pupils achieve very well in these subjects. Standards are in line with national expectations in information and communication technology, where pupils achieve well. Pupils for whom English is an additional language and those with special educational needs achieve as well as other pupils. There is currently no significant difference in the achievement of boys and girls.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development are exemplary.** Pupils have excellent attitudes to school and make the most of the opportunities the school provides. Behaviour is excellent. Pupils are responsible and very mature. Attendance is good and pupils are very punctual both in getting to school and into class.

## **QUALITY OF EDUCATION**

**The school provides a high quality education. Teaching is very good.** Pupils' very good learning is underpinned by a strong work ethic and a genuine desire to learn. The curriculum meets pupils' needs very well and offers a wide range of enrichment opportunities. Pupils receive an excellent level of care and support. Partnership with parents is good. The school has established some very good links with the community and it works in close partnership with other educational establishments.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are very good.** The headteacher provides excellent leadership and is very ably supported by senior managers, who share his vision. Senior staff set exceptionally high expectations in all aspects of the school's work and pay very careful attention to detail. Management is very good and assessment information is used continuously to identify where improvements can be made. The governing body provides very good support and challenge to the school.

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

Parents are very satisfied with the school's work. Pupils are extremely positive and enthusiastic about what the school has to offer.

## **IMPROVEMENTS NEEDED**

The inspection found no key issues and all statutory requirements are met.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in subjects

Pupils achieve very well to reach standards that are above average in English and mathematics and well above average in science by the time they leave, despite the fact that attainment is well below average when pupils join the school. The majority of pupils speak English as an additional language and there are large numbers of refugees and asylum seekers. Pupils from all ethnic groups, those at early stages of learning English and those who have special educational needs all achieve very well. There is no significant difference between the achievement of boys and girls.

#### Main strengths and weaknesses

- Year 6 National Curriculum test results in 2003 revealed excellent achievement for pupils who had been at the school since the beginning of Year 3.
- Black African and Black Caribbean pupils and recent arrivals perform much better in tests than similar groups of pupils in the local education authority as a whole or in the rest of the country.
- Very good support enables pupils for whom English is an additional language and those with special educational needs to achieve very well.

#### Commentary

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

Standards in:	School results	National results
English	27.9 (27.2)	26.8 (27.0)
mathematics	26.9 (27.9)	26.8 (26.7)
science	30.1 (28.5)	28.6 (28.3)

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

1. Year 6 National Curriculum test results in 2003 showed that the achievement of the 68 per cent of pupils who joined the school at the beginning of Year 3 - and who therefore spent four years at Berrymede Juniors – was excellent. Including the performance of pupils who joined the school during Years 4, 5 and 6 - many of them with limited English – still placed the school's results above the national average. The local education authority's detailed analysis of test results shows that this school was joint second in 2003 for the achievement that all its pupils made during Years 3 to 6.
2. Pupils' progress in lessons and evidence from scrutiny of their work shows that achievement is very good overall. Pupils achieve very well in English, mathematics, science and religious education because expectations are high in these subjects and teachers have at least good, and often very good, subject knowledge. Pupils achieve well in ICT, supported by improved resourcing for the subject and good teaching in discrete ICT lessons. The school has rightly identified that more could be done to promote ICT skills across the curriculum and it is working systematically to provide pupils with more opportunities to use computers. The development of pupils' ICT skills in a range of subjects is currently satisfactory. Pupils achieve well in some art projects, most notably when they work on large-scale collaborative projects, and the school meets with a high level of success in competitive sporting activities against other schools in the local education authority. Sampling a limited range of work in other subjects suggests that standards in these subjects are at least in line with national expectations and that achievement is most often good.

3. Parents are pleased with the progress that their children are making. In the pupil questionnaire, nearly all pupils expressed the view that they find out new things in lessons and that they have to work hard. Several commented on the fact that they enjoy difficult work and some realise they are doing better than pupils do in some other schools. One pupil said that she liked 'the way the teachers work hard to let the children learn', another commented on how 'the teachers make hard work seem easier'. Yet another praised 'the good standard of work that we are given'.
4. There has been no marked difference between the overall performance of girls and boys, relative to national differences, in the last few years. Comparisons with other schools in the local education authority show that boys in this school do better than they do in Ealing as a whole. Girls did better than boys in English at Level 5 because girls' results in writing were exceptionally good compared with results nationally and those of other schools in the local education authority, whereas boys did less well than boys in other schools. Boys and girls did equally well in reading. The school has worked to improve boys' writing and inspection evidence shows that initiatives have been effective. Pupils' recent work indicates that there is no distinct difference in the achievement of boys and girls.
5. Pupils with English as an additional language achieve very well and most attain the nationally expected standards by the time they reach Year 6. Beginners in English make rapid progress in developing their spoken English and are able to gain access to mainstream lessons shortly after arrival. Pupils at the later stages of development improve the range and extent of English vocabulary very effectively as well as their use of grammar. Pupils for whom English is an additional language make equally good progress in other subjects. Indeed, Black African and Black Caribbean pupils and those who are at early stages in learning English perform vastly better than similar pupils in other schools in the authority. This is partly because of the school's very effective systems for supporting pupils who are learning English but it is also because these pupils respond very well to the school's high expectations. They flourish in an environment where they are taught to believe in their own ability, where their self-esteem is raised and they are constantly challenged. This has enabled the school to improve its results at the same time as taking on greater numbers of pupils who speak English as an additional language, many of whom are refugees or asylum seekers.
6. Pupils with special educational needs make very good progress towards their individual education plan targets and their achievements in literacy are very good because they receive very good support for their learning in lessons and in the resources base.
7. There has been a significant improvement in standards since the last inspection, which judged pupils' attainment to be 'too low' in a number of subjects. The upward trend in the school's results in recent years has been above the national trend, leading to the school gaining a School Achievement Award in 2002 and 2003. In 2003, the school far exceeded its targets in English, it exceeded its Level 4 target in mathematics and met its Level 5 mathematics target.
8. The school is well placed to meet its targets in 2004 and there is evidence that it is going from strength to strength. This is partly because senior managers are so effective in identifying any weaknesses and taking necessary action to overcome them. Results in 2003 dipped slightly in mathematics but rose in English and improved significantly in science. Mathematics results were pulled down by higher-attaining pupils not doing as well as they did in other subjects. In order to try to raise standards in mathematics in response to these results, the school analysed National Curriculum test papers and determined that higher-attaining pupils were falling down on mental mathematics. Improving mental mathematics was included in performance management objectives for teachers across the school, the teaching of mental mathematics was monitored, and training was provided for staff. Inspection findings show that standards in mathematics in Year 6 are currently above average and that pupils are predicted to perform much better in 2004 than they did in 2003. The percentage of pupils likely to reach Level 5 is markedly better than it was last year, proving the school's ability to remedy any weaknesses that appear.

### Example of outstanding practice

**A number of factors in combination give rise to the high standards and excellent achievement that was evident in 2003 National Curriculum test results.**

- The excellent ethos encourages pupils to fulfil their potential.
- The headteacher provides high expectations and excellent direction, and the school improvement plan focuses strongly on raising attainment.
- Teaching is very good, especially in English, mathematics and science.
- Pupils' high level of independence and their sheer enthusiasm and maturity as learners mean that they respond very well to challenge.
- The curriculum is very relevant to pupils' learning needs, including those of the large proportions of pupils for whom English is an additional language and who have special educational needs.
- Pupils receive excellent care, support and guidance, which ensures that they feel secure and are able to concentrate on learning.
- Senior managers set aside days each year when they analyse data that compares the school's performance with that of schools nationally; this activity is followed by staff meetings to discuss issues and strategies for improvement and informs the deployment of teaching assistants.
- The school is precise about what pupils need to learn – through rigorous use of assessment information to predict, set targets, track test results and monitor pupils' progress.
- Additionally, pupils' progress is checked every term through observing teaching and learning, scrutinising pupils' work throughout the school, staff with key responsibilities communicating the findings from monitoring to other staff, and checking to ensure teachers' marking is accurate.
- Performance management is used strategically to target the progress of individuals and groups of pupils so that all teachers are involved actively in raising standards.

### Pupils' attitudes, values and other personal qualities

Pupils' behaviour and their attitudes towards school are excellent. They work in an atmosphere of racial harmony, free from bullying or harassment, and there were no exclusions in the last year. Pupils show an excellent level of responsibility and maturity. Attendance is good and punctuality is very good. Spiritual, moral, social and cultural development is excellent. Pupils express extremely positive views about the school.

### Main strengths and weaknesses

- Pupils' regular attendance and their keenness to get to school on time support their very good achievement.
- Pupils are very enthusiastic about school and have a strong work ethic; excellent attitudes underpin their academic success.
- Behaviour is excellent and pupils work in a peaceful, orderly environment.
- Pupils have exceptionally good opportunities to exercise their initiative and take responsibility.
- Provision for pupils' personal development is excellent.
- Pupils' perception of the school is extremely positive.

### Commentary

9. Pupils' attitudes are excellent and this makes a very positive contribution to their academic achievement and personal progress. They show serious interest in their work and have much greater self-discipline, including in the way that they apply themselves, than pupils of their age in most other schools. They respond very well to opportunities to participate in out-of-class activities and in competitions with other schools.
10. Pupils with English as an additional language have excellent attitudes. They are mature, responsible and eager for new learning. Other pupils readily involve new arrivals with English as an additional language in work and play; they are very keen to act as a 'buddy'. Pupils with special educational needs have equally excellent attitudes to learning and pupils with emotional, social or behavioural difficulties have made exceptional improvement in their behaviour since their admission to the school.

11. Behaviour is excellent. In class, it is nearly always at least very good. Around the school and when pupils come together for activities such as assembly and for lunch, behaviour is exemplary. Pupils are courteous and polite to adults, and many are highly effective ambassadors for their school. Inspection evidence suggests that there is no bullying or harassment; to the contrary, pupils enjoy excellent relationships with staff and with each other. They often play in groups containing both boys and girls, and pupils from different ethnic groups relate harmoniously. There were no exclusions in the past year.
12. All staff treat pupils as mature young people and have high expectations of them, academically and personally. Pupils are confident and unusually mature for their age. This is partly because they are given excellent opportunities to exercise responsibility, in the classroom and in other school activities. This is most notable in the Year 6 'leader' and 'buddy' systems, whereby older pupils support those who are younger or newer to the school. Year 6 leaders fulfil many aspects of the supervisory role more often undertaken by sixth-form prefects in secondary schools; they even have their own common room. Pupils take their responsibilities seriously and contribute greatly to the excellent integration of new pupils, some of whom have never experienced school life or the English language. Pupils interviewed said that they are given opportunities in lessons to show initiative and make choices. There is a tangible atmosphere of a 'family community', an ethos within which there exists a commitment by pupils as well as staff to academic and personal development of the highest order. This ethos is a major factor in the high achievement of pupils at Berrymede.
13. The spiritual development of pupils is excellent. In music and art they experience, and enjoy, many examples of human creativity, while religious education and school assemblies make an excellent contribution to spiritual awareness. Pupils show a much greater awareness of spirituality, together with a sense of 'selflessness' and tolerance, than most children of their age. The personal, social and health education curriculum and 'circle time' assist the development of self-awareness. The school is very successful in promoting and nurturing pupils' self-esteem.
14. The school's excellent behaviour management system, based on very clear rules and meaningful rewards, together with teachers' generally very good classroom management, effectively promotes positive behaviour. Pupils respect each other and respond to the way they are treated, so they are clear about the impact of wrong behaviour and the morality of doing the right thing. Pupils understand the impact of their actions on others and, as one pupil said, 'Occasionally, new people will misbehave but they soon learn'.
15. The social development of pupils is excellent. Pupils collaborate very well, help each other in class and are very supportive of one another. A number of instances were seen of children's concern and help in playground accidents. Their social development is most evident in the dining room, where pupils queue up for their food, then sit and socialise in a very civilised way. Their behaviour and social skills in the dining room are far in advance of those found in most schools.
16. The cultural development of pupils is excellent, especially the promotion of pupils' awareness of ethnic and cultural diversity. Several examples were seen in displays, articles, photographs, paintings, musical instruments and school events of the promotion of multicultural understanding. The concept of multiculturalism is embedded in the curriculum across all subjects and is evident in the relationships that exist among pupils of all ethnic backgrounds. Pupils respect the feelings and beliefs of others, and staff ensure that similarities and differences are celebrated.
17. Pupils' views, as expressed in the pre-inspection questionnaire and in formal and informal discussions, are extremely positive about many particular aspects of school life. A number of pupils realise that they are lucky to be attending, as one put it, a 'wonderful school' that provides 'a fabulous education'. Whilst many pupils would like to see the toilets improved and are quite critical about the buildings, nearly all are positive about the helpfulness of their

teachers and the friendliness of other children. One pupil commented on how ‘the people are so nice to you’ so that ‘new people enjoy the school straight away’. Many pupils said how much they enjoy lessons and what a lot they learn. When asked what they would like to change about the school, a number said they would not want to change anything.

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

Authorised absence		Unauthorised absence	
School data	5.0	School data	0.0
National data	5.4	National data	0.5

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

18. The school is exceptionally successful in promoting above average levels of attendance. The work of outreach workers, who deal directly with parents, is one example of this. Punctuality is very good. Pupils strive to get to school on time and significant lateness is rare. Attendance and punctuality make a strong contribution to high achievement.

### **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The school provides a very good education. Teaching and the curriculum are very good. Pupils receive an excellent level of care and support. Partnership with parents is good. The school has established some very good links with the community and works in close partnership with other educational establishments.

#### **Teaching and learning**

Very good quality teaching and learning support pupils’ high achievement. The school has very good systems for assessing pupils’ work and makes excellent use of assessment information to respond to pupils’ individual needs.

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

- Teaching is very good in English, mathematics, science and religious education.
- Teachers have high expectations and generally pay careful attention to the needs of different groups of pupils; planning is good overall.
- Pupils’ very good learning is underpinned by a strong work ethic and a genuine desire to learn.
- Pupils who are learning English as an additional language receive very good support.
- The teaching of pupils with special educational needs is very good.
- The school makes use of a wide range of assessment activities and uses the resulting information rigorously to track and monitor pupils’ progress.
- It does not diagnose pupils’ learning difficulties in sufficient detail and staff are unable to be sure that some pupils identified as having special educational needs are not simply still acquiring English.

#### **Commentary**

##### **Summary of teaching observed during the inspection in 29 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	12	8	5	-	-	-

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

19. There has been a significant improvement in the quality of teaching since the last inspection. At that time, 14 per cent of teaching was found to be unsatisfactory. All teaching seen during the inspection was at least satisfactory, well over three-quarters of the teaching was at least

good, and over half the teaching was very good and at times excellent. Scrutiny of pupils' work, teachers' planning and record keeping, and test results show that teaching is very good overall and that it makes a substantial contribution to pupils' very good achievement. Teaching is particularly good in English, and it is very good overall in mathematics, science and religious education. Teaching is good in discrete ICT lessons. Work on display in other areas of the curriculum suggests that teaching in those subjects is often good.

20. Teachers expect pupils to give their absolute attention to learning and they manage pupils very well. This ensures that the excellent whole-school ethos is carried into the classroom. As a result, there were no incidents of disruption in any lessons during the inspection and teachers were able to get on with the business of teaching. Teachers work very well with learning support assistants in the seamless support of pupils. Most lessons are planned well, but there is slight variation in the quality of planning between subjects. Planning for the needs of different pupils is especially good in English and lessons are very well planned in science. There is scope for planning to be improved in some mathematics lessons, particularly with greater identification of extension opportunities for higher-attaining pupils.
21. Pupils really want to grasp the opportunities the school provides and they bring a great deal of enthusiasm to their learning. Staff have successfully communicated to them that hard work is necessary if they are to fulfil their potential and teachers make good use of homework to extend and consolidate pupils' learning. All pupils seem to have accepted that they must try hard, and their application and productivity are key factors in their very good achievement. Pupils use time very well in lessons and think deeply about the tasks they are given, because they want to fulfil them to the best of their ability. When discussion takes place, it is nearly always entirely about the work in hand and pupils show considerable self-discipline whether working independently or in collaboration with one another.
22. The school has very good procedures for assessing pupils' work and measuring their achievement. It makes regular use of a range of standard tests, including optional National Curriculum tests, to very good effect. Pupils have a good understanding of what they need to do to improve and teachers have begun to display pupils' individual targets in their classrooms. Assessment is precise in the core subjects of English, mathematics and science. There is particularly good assessment practice in science: excellent use is made of previous National Curriculum test papers for pupils in Year 6, and this has a direct impact on the very high results pupils gain in science. Getting very used to previous papers and the way questions are phrased and presented is helpful to all pupils, but especially so to pupils for whom English is an additional language. It helps to explain why pupils did so well in 2003 tests in science compared with similar pupils in most other schools in the local education authority. The use of assessment information is excellent in English, mathematics and science, as already indicated in this report. As a result, the school quickly identifies and counteracts any underachievement. It also uses assessment information actively to move pupils between ability sets in English and mathematics.
23. The quality of teaching for pupils with English as an additional language is very good. Class teachers are aware of their needs and ensure that they have either visual resources or ready explanations for ideas and terminology that are likely to be unfamiliar to those who do not have English as a mother tongue. The learning support assistant who specialises in working with pupils for whom English is an additional language provides excellent support in lessons and in withdrawal sessions for beginners in English. In specialist withdrawal lessons, expectations are very high and work is expertly matched to the needs of pupils at the early stages of learning English. This ensures that they make rapid progress in understanding English and are able to cope very quickly with class-based work.
24. Support within the special educational needs resources base is very good, as the learning needs of pupils with special educational needs are addressed very effectively with well thought-out programmes of work and very good use of targeted support. In lessons, teachers accommodate pupils with special educational needs very well by matching tasks to individual needs and working closely with support assistants to maximise pupils' learning.

25. Assessment for pupils with English as an additional language is very thorough. Detailed records are maintained to track and monitor the development of pupils who are learning English. There is not a sharp enough delineation, however, between what may be special educational needs and what may continue to be needs associated with learning English. This situation is not adversely affecting either group of pupils, because both groups receive a very good level of support. It is, however, administratively cumbersome for the school to have more pupils than necessary identified as having special educational needs. Statutory requirements for statements of special educational needs and their annual reviews are fully met. There is very good involvement of parents and pupils in the process of reviewing individual education plans and setting new targets.

## **The curriculum**

The curriculum meets pupils' needs very well and offers a wide range of enrichment opportunities. Accommodation is satisfactory; it is spacious and enables the curriculum to be taught effectively but it requires a high level of maintenance. The school is generally well resourced.

### **Main strengths and weaknesses**

- The curriculum has been creatively planned to meet the particular needs of the pupils.
- There is a strong emphasis on language acquisition to meet the needs of pupils who are learning English as an additional language; this benefits all pupils.
- Provision for pupils with special educational needs is very good.
- A wide range of extra-curricular activities and enrichment opportunities extend pupils' learning.

### **Commentary**

26. There has been excellent improvement since the last inspection, when the curriculum was judged to be unsatisfactory and statutory requirements in ICT were not met. Careful attention has been given to matching the curriculum to the needs of the pupils for whom the school caters and the learning experiences provided for pupils are reviewed regularly. Staff have implemented the national strategies for literacy and numeracy very well, but gone beyond this to provide for the many pupils who are learning English and for some who receive their first experience of formal education at Berrymede. Classes are kept as small as possible so that more attention can be given to individual needs: classes generally range from 20 to 25 pupils and they are sometimes taught in smaller groups for English and mathematics. The school places pupils in classes according to ability in English and mathematics and this has helped to raise standards.
27. The curricular provision for pupils with English as an additional language is very good. Induction arrangements are very well developed to support rapid progress and learning for pupils. Hence, pupils are able to join in the mainstream curriculum shortly after arrival and to cope very well with class-based work. Support arrangements are very well organised and the mainstream curriculum is very effectively adapted to ensure that the needs of pupils with English as an additional language are taken account of. Late and early stage learners therefore make very good progress across the curriculum. Resources, staffing and accommodation for English as an additional language are good.
28. Pupils who have special educational needs or who are gifted and talented are identified early after joining the school, to enable planning and support by learning support assistants. Teaching assistants are deployed according to the needs of each class. Support arrangements for pupils with special educational needs are very well planned and monitored. Learning support assistants not only provide very good support in lessons, but also in the learning support base to accelerate the learning of pupils with special educational needs. This has a very positive impact on their achievement. Senior managers analyse how pupils are achieving, then adjust the deployment of support staff accordingly.

29. Visits and visitors for all year groups are an important part of the curriculum. Pupils go on visits to a range of museums to stimulate their learning in history. The police, members of the fire service and representatives of charities come into school to support pupils' personal development. A number of visiting artists and musicians, including Thai musicians, African dancers and drummers and a Bollywood music group, have contributed to pupils' cultural development. There have been limited visits in religious education, however, and visitors are not used as much as they could be to extend pupils' experience in the subject.
30. A range of extra-curricular activities receives a very good response from pupils. They have opportunities to attend regular activities at lunchtimes or after school, including: gardening, guitar, African drumming, rugby, cricket, netball, athletics, French, Latin, computer and homework clubs, and keyboard lessons through the Ealing Music Service. During 'inclusion week' in the previous year, pupils were able to attend a club where they learned some of the skills of signing to communicate with people with hearing impairment.
31. The school is well resourced, except in ICT where more computers are needed to develop further the use of ICT across the curriculum. There is a good number of teaching and support staff, who are suitably qualified and experienced to meet the demands of the curriculum. The school has been proactive in recruiting and retaining staff: many teachers are long serving and show tremendous dedication to the school. Professional development is used very effectively to build on the staff's effectiveness. Accommodation is spacious and includes appropriate specialist facilities. The age of the buildings presents a continuous challenge, however, where maintenance is concerned.

### **Care, guidance and support**

There is excellent provision for pupils' welfare, health and safety. From induction onwards, pupils are given excellent support and guidance. The extent to which the school obtains, values and acts upon pupils' views is satisfactory.

### **Main strengths and weaknesses**

- Excellent arrangements for child protection ensure that all staff are alert to possible issues.
- The school has excellent arrangements for integrating new pupils.
- Trusting relationships exist between adults and pupils and all staff are committed to supporting pupils' individual needs.
- Support and guidance for pupils with English as an additional language is very good.
- Although pupils' views are valued, the school council is not as active or effective as it could be.

### **Commentary**

32. Child protection arrangements are excellent. There are two practising child protection officers, regular training is provided for all staff and new staff are properly inducted. The school expects to be granted the Healthy Schools Award this summer. The site is secure and medical arrangements are appropriate. There are trained first-aiders in both buildings. An example of the excellence of care is the out-of-hours provision: a breakfast club and an after-school club cater for almost 50 pupils.
33. The school's ethos and values, the trust between staff and pupils and the excellent links with outside agencies, add up to excellent provision for support and guidance. Very good liaison with the main infant feeder school ensures a smooth transfer process. Year 2 pupils from the infant school receive at least three opportunities to spend time at Berrymede before they transfer. New pupils, frequently refugees with little or no English, are integrated remarkably quickly and well. The school sensibly makes excellent use of existing pupils as 'buddies' to provide language and general support.

34. Throughout their time at school, pupils have access to whatever help they need, including counselling. Frequently, and when necessary, this help extends to parents. Excellent examples of this are the work of the special educational needs team, the language support team, the outreach workers and the external pupil-parent partnership team. Advice and guidance is always based on identified need and the school supplements its own support through its excellent links with outside agencies.
35. There is very good support for pupils with English as an additional language. They receive very good advice and guidance on how to improve their work as well as on how to adapt to a new culture and different ways of living and working. The learning support assistant runs successful homework sessions to support the learning for pupils with English as an additional language.
36. Pupils say their views are listened to and the school has mechanisms for obtaining those views. A major vehicle for this is the school council. This met infrequently last year and once this year, however, and pupils are unable to identify specific actions arising from its activities. There is no doubt that the school considers its pupils to be important but more could be done in this area to ensure their suggestions are heard and implemented if possible.

### **Partnership with parents, other schools and the community**

The school enjoys a good partnership with its parents. Links with the community and with other schools are very good.

### **Main strengths and weaknesses**

- The school makes strenuous efforts to involve parents and keeps them well informed.
- Parents are very satisfied with the school's work.
- Parents are involved in special educational needs reviews and target setting for their children's individual education plans.
- The headteacher and staff are approachable and deal effectively with parents' concerns.
- Links with other educational establishments are very good.
- Very good links with the community enrich the curriculum and support the care the school provides for its pupils.

### **Commentary**

37. Information provided to parents about the school and its activities is good. It is sometimes translated into various home languages, but translation is problematic for the school with 42 home languages. Many teachers send class newsletters explaining the next term's work and reading logs act as a useful vehicle for parental involvement. Annual progress reports are comprehensive and provide useful information about what pupils can do, sometimes including National Curriculum levels. Targets are included but the reports do not always make clear how they might be achieved. Sometimes the language used in reports is rather complex for the general reader, although the school does provide an opportunity at open evening for parents to come in and discuss their children's reports.
38. The school continues to make strong efforts to involve parents and many attend consultation evenings and other school events. However, there are language difficulties and, despite initiatives like coffee mornings and community rooms, not enough parents are actively involved in the school's work and their children's education, except with regard to pupils with special educational needs, where parental involvement is very good. The school seeks parents' views through questionnaires and informal discussion. It deals effectively with parental concerns. The headteacher ensures that he is visible to parents, and teachers are very approachable. Results from the parental questionnaire indicate a very good level of satisfaction with all aspects of the school, and inspectors support parents' positive views.

39. The school provides information in different languages for the parents of pupils with English as an additional language. Links with a local community centre help to extend the relationship with and support provided to parents and pupils who have English as an additional language.
40. Links with the community are very good. The school has made use of the services of a range of organisations, including the Courtauld Gallery, London Zoo, a city learning centre, Acton Carnival and a local arts workshop, to enrich pupils' learning experiences in art, design and technology, ICT and science. Yearly workshops through Acton Carnival provide stimulation for an after-school club. Pupils in Year 3 have visited the local church, and the Pyramid Trust have worked with a number of the younger pupils in after-school sessions to raise their self-esteem.
41. There are very good links with other schools. These support the curriculum as well as aiding smooth transfer from the neighbouring infant school. Links with the main receiving secondary school are also strong. The excellent mechanisms for the transfer of pupils, – including their induction – ensure that they get the best possible start to this stage of their education.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are very good. The headteacher provides excellent leadership. Management is very good. The governing body provides very good support and challenge to the school.

### **Main strengths and weaknesses**

- The headteacher sets very high expectations and is highly committed to the work of the school.
- He is ably supported by the deputy head and other senior staff who share his vision.
- The school has very clear procedures and uses assessment information especially well to ensure pupils' achievement.
- Senior managers ensure that the school provides equally well for all its pupils, regardless of their ethnicity or background.
- Senior managers and other members of staff pay very careful attention to detail so that pupils receive consistent messages and know exactly what is expected of them.
- The governing body works closely with the school, challenging and supporting senior staff.

### **Commentary**

42. The extremely high expectations of the headteacher receive the wholehearted support of the senior management team. The headteacher's vision for the school is of a 'sanctuary' within which pupils flourish personally and achieve their absolute best academically. Senior managers were long-serving teachers within the school before taking on their present roles, and they are highly committed to the school and its pupils. They communicate to pupils, staff and parents the care that they feel for their charges, and this is evident at once in the atmosphere within the school. Pupils know that they count and quickly come to share in the belief that the school's success is a matter of concern for everyone who attends it. In many ways, pupils behave more like students who have paid for the privilege of attending the school, rather than pupils who attend by right. This is very much a result of the tone set by senior managers.
43. High expectations and a clear vision are realised through coherent and well thought-out systems. The role of subject co-ordinators is well defined and they are given clear responsibility for raising standards. Monitoring is continuous and all teachers with management responsibilities are given the opportunity to sample pupils' work, observe lessons and support their colleagues. The professional development of staff is closely aligned with performance management and whole school improvement planning. Excellent use is made of assessment information so that the impact of very good leadership in English, science and satisfactory management in mathematics, is complemented by rigorous use of data by senior

managers to predict, track and monitor pupils' achievement. This means that any sign of underachievement is quickly recognised and acted upon. It also means that senior managers have a detailed knowledge of strengths and weaknesses in teaching and are in the position to take any necessary action to support staff.

44. The leadership and management of the provision for pupils with English as an additional language are very good. These pupils are very effectively included in all aspects of school life and their needs are very well taken into account as part and parcel of whole-school development. Progress is very carefully monitored and performance analysed to ensure that they do as well as their peers. The management of special educational needs is very good but, although leadership is good, the special educational needs co-ordinator has had insufficient training to ensure further developments take place in the diagnostic assessment of pupils with special educational needs.
45. Painstaking attention to detail means that no opportunity is missed to promote pupils' belief in their own potential, to model highly sensitive and principled behaviour, to make pupils feel valued and yet challenged to achieve more. This was evident in the whole-school assembly on the first day of the inspection, when the headteacher shook hands with each pupil who had gained a certificate for effort during the previous week, commenting that these had 'shown excellence', then reminding all pupils that 'excellent standards are what we're looking for'. In another assembly, the deputy head showed pupils the cup the school had won three years in a row for coming first across in the Acton area and the Ealing Borough finals for athletics. Stressing the excellent teamwork that this sporting success revealed, she asked them which school they expected to win this cup in the coming year: the answer was obvious.
46. The way in which the school includes all pupils, regardless of their ethnicity, culture or social background, is outstanding. This is evident in the high achievement of Black African and Black Caribbean pupils and of recent arrivals, pupils who frequently underachieve in schools nationally. Staff necessarily face many pressures with the high number of pupils who join the school outside the normal age of transfer or who leave before the end of Year 6. The high mobility rate amongst the pupils is not allowed, however, to jeopardise the school ethos and is used instead to advantage. Ethnic diversity is celebrated and procedures are put in place to ensure that pupils who arrive in the school in Years 4, 5 and 6, often with no English and sometimes with no prior educational experiences, fit in seamlessly. Staff and pupils pull together to welcome and support new pupils, quickly sharing with them the particular features of Berrymede Juniors that make it a desirable place to be. The arrival of new pupils therefore acts as a force to strengthen rather than weaken the school. Highly effective systems for supporting pupils for whom English is an additional language means that pupils quickly learn enough English to be able to work alongside their peers and to enjoy an unusual level of success in National Curriculum tests.
47. The governing body supports and challenges senior managers, within the context of a shared understanding of the school's purpose. The chair of governors has an excellent and subtle knowledge of the school's strengths and of the challenges it faces. He and a number of other governors, in what is a relatively stable governing body, work closely with the school. Individual governors with responsibility for literacy, numeracy, ICT and special educational needs liaise with key staff, and other members of the governing body come into school regularly to observe its work in practice. Governors are involved in identifying areas for development and in the ongoing evaluation of school effectiveness. The expertise of particular governors is used to very good effect to support and inform the school's direction and to fight the school's cause whenever the need should arise.

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

Income and expenditure (£)		Balances (£)	
Total income	950,317	Balance from previous year	36,137
Total expenditure	929,178	Balance carried forward to the next	57,276
Expenditure per pupil	3,455.70		

48. Financial management is very good. Senior managers and governors ensure that spending is closely matched to school priorities, with the emphasis on raising achievement and enriching pupils' learning. Governors seek best value in all spending decisions and have a very good understanding of how well the school is doing relative to schools in similar circumstances.

## **PART C: THE QUALITY OF EDUCATION IN SUBJECTS**

### **SUBJECTS IN KEY STAGE 2**

#### **ENGLISH**

Provision in English is **very good**.

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

- Standards are above average and achievement is very good.
- Teaching is very good because expectations are very high and pupils are challenged. As a result, they learn well.
- The work ethic is excellent. Pupils work very well on their own and show a very strong desire to learn.
- Leadership and management are very good, taking on new ideas which promote learning and ensuring that very good curricular planning supports teaching.
- Though the overall quality of teaching is very good, there are aspects which could be sharpened and further refined.

#### **Commentary**

49. Pupils begin school with below average standards and this is exacerbated by the high turnover of pupils as they move through the school. Despite these difficulties, standards attained by the end of Year 6 are above average as reflected in results of National Curriculum tests over the past few years. Hence, achievement is very good and this is down to the very high expectations of teachers and the excellent attitudes of pupils. Pupils with English as an additional language achieve very well, and beginners in English make rapid progress in acquiring the language.
50. Observations of lessons indicate that there is no notable difference between the achievement or attainment of pupils from different ethnic groups. Results of the 2003 tests show that the performance of pupils of Black African or Black Caribbean heritage is particularly good and goes against the national trend. The achievement of pupils who joined the school at the beginning of Year 3 and took National Curriculum tests at the end of Year 6 in 2003 was excellent. Though boys and girls attain equally well, test results over the last five years indicate that girls have made greater improvement than boys. Girls' performance was lower than that of boys a few years ago but by 2003 it was better, though to a lesser degree than the gap between boys and girls nationally. Analysis by the school indicates that boys have performed less well than girls at Level 5 in writing. However, there was little evidence of this in the inspection. The school has taken a number of measures to address the issue. Pupils with special educational needs are very well taught and supported and hence make very good progress in developing their literacy skills, many reaching the expected level by the time they leave the school.
51. Very good teaching and learning mean that the majority of pupils speak clearly, confidently and fluently by the time they are in Year 6. Most put forward views cogently and this is well reflected in their written work. The development of speaking and listening skills is excellent because teachers provide many opportunities for discussion and for pupils to articulate ideas. The maturity of approach to work and to the management of their relationships means that pupils listen intently to one another and this in turn promotes further their speaking and listening skills. Reading skills are well developed for the vast majority of pupils. They show good comprehension of key facts and ideas in texts they are reading. Even the lowest attainers read without hesitating and with a secure understanding of the main story line. The wide variety of writing tasks undertaken ensures that most pupils write competently for varied purposes and audiences, ranging from writing a letter home as a Roman soldier, to science

reports and news articles. Setting arrangements in Years 5 and 6 work very effectively to help pupils get the best out of lessons. Higher-attaining pupils, for example, read and write with fluency and flair adapting their writing with skill to the needs of their audience. They are able to 'unpick' written commentaries or stories to identify implied meaning and show mature depth of understanding. Very good use of dictionaries helps those with English as an additional language in particular, but also contributes to pupils' very good development, and increasingly ambitious use, of vocabulary as they move through the school.

52. The most significant features of teaching that contribute to the very good achievement of pupils include: a high level of challenge in lessons so that pupils' thinking is stretched and extended; very good planning so that pupils' learning builds systematically and securely on previous learning, and a thorough and structured approach to teaching basic literacy skills such as spelling, the use of punctuation and grammar. On occasion, pace in lessons was a little slow or summing-up at the end not as effective as in the best lessons. Though marking is thorough and regular, there are few written comments telling pupils how to improve their work.
53. The leadership and management of the subject are very good and ensure that there is very detailed analysis of performance, rigorous use of assessment information, detailed long and medium-term planning and support for staff. New initiatives are very well implemented, such as the group reading after lunch, which enables pupils to explore books together using appropriate frameworks provided by teachers. Overall, the focus on pupils and their achievement is total and unrelenting. As a result, improvement since the last inspection has been excellent.

### **Language and literacy across the curriculum**

54. Very good use is made of literacy in a number of subjects of the curriculum, and this has a most positive and significant impact on the development of pupils' speaking, listening, reading and writing skills. Pupils for whom English is an additional language benefit greatly from the enhanced opportunities to practise literacy skills in subjects other than English. Opportunities for discussions are built into day-to-day teaching across subjects. Written work shows that pupils have very good opportunities to write for a range of audiences and purposes. Work in science and history supports the development of factual writing, whilst written tasks in subjects such as religious education help pupils to express ideas and explore their own and others' feelings. Pupils' writing shows that they structure and sustain ideas and arguments well and that they identify others' viewpoints as well as their own. The English curriculum very helpfully includes analysis of non-fiction as well as fictional writing, and this helps to prepare pupils well for extracting relevant factual information from textbooks in other subjects.

## **MATHEMATICS**

Provision in mathematics is **very good**.

### **Main strengths and weaknesses**

- Standards are above average and pupils' achievement is very good.
- Teachers make very good use of assessment and set high expectations for pupils' learning.
- The school makes excellent use of its analysis of performance in national tests to improve results.
- The headteacher and assessment co-ordinator provide very good support to the mathematics co-ordinator in raising standards and improving the curriculum.

### **Commentary**

55. Year 6 National Curriculum test results in 2003 were in line with the national average. This represented very good achievement for pupils who had been in the school from the beginning of Year 3, but mathematics results were less good than those in English and science. Results

were pulled down by a dip in performance at Level 5, indicating that higher-attaining pupils had not been challenged enough. The school identified that action was needed to raise achievement. Its own detailed tracking of pupils' performance in optional tests, as well as inspection evidence, shows that pupils currently in Year 6 are working above the national average with over a third of pupils expected to reach the higher National Curriculum Level 5 in the 2004 national tests.

56. Pupils in Year 3 have a good understanding of mathematical language, number, problem solving and measuring. In Year 4, pupils build upon their earlier mathematical skills and apply new skills in recording data in tally charts and graphs. In Year 5, pupils apply mental strategies such as doubling, halving and the use of tables to quickly solve mathematical problems. In Year 6, pupils use long multiplication and division, convert fractions into decimals and percentages, determine co-ordinates and record and analyse data in pie charts. All pupils are achieving very well, including higher-attaining pupils, those who are at an early stage of learning English and those with special educational needs. There are no significant differences between the performance of boys and girls. The main reason for improved achievement is that teachers have used the outcomes of the 2003 test results to improve teaching and learning, placing much greater emphasis on developing pupils' mental strategies for mathematics and improving pupils' understanding and use of mathematical language. As a result, pupils have a good knowledge of number operations and use these to solve problems.
57. The quality of teaching is very good and has led to very good learning. Teachers set high expectations through challenging questions, which stimulate pupils' thinking so that they work productively and achieve very well. Although seen in nearly all lessons, this was particularly evident in an excellent Year 4 lesson where pupils were expected to locate the main compass points and indicate the precise direction of travel from one town to the next. In a Year 6 lesson where teaching was very good, increased effort in learning multiplication and division of decimals in tens, hundreds, and thousands was promoted by such teacher comments as, 'Come on, you can do better than this!' Teachers also make very good use of ongoing assessment in lessons to clarify any misunderstandings, particularly with technical language. They promote pupils' use and understanding of language in all lessons by identifying technical words, showing pupils the meaning of these, encouraging them to write them down and then using these words in new mathematical situations. This ensures that pupils who are at an early stage of learning English and those who have special educational needs fully participate in all mathematical activities. Teachers also know their pupils' capabilities very well and use this effectively to provide support as needed throughout the lesson. Although literacy is very well promoted in the subject, the use of ICT in teaching and learning is still developing.
58. The headteacher and assessment co-ordinator provide very good support to the subject co-ordinator through, for example, their whole-school analysis of test results which has resulted in a very good improvement in the structure and pace of lessons. A successful focus on quick-fire mental mathematics is evident at the beginning of all lessons, emphasis is now placed on the understanding of key mathematics vocabulary and effective use is made of plenary sessions to involve pupils in a greater understanding of what they have achieved in lessons.

### **Mathematics across the curriculum**

59. Opportunities for promoting mathematics within other subjects are planned for effectively and these were evident in lessons seen and pupils' work. For example, in science, pupils use standards measures during investigations and record their results in graphs. In geography, pupils record different temperatures in varying climates around the world, and in history, they use time lines to help their understanding of dates and the chronology.

## SCIENCE

Provision in science is **very good**.

### Main strengths and weaknesses

- Standards are well above the national average.
- Pupils' achievement is very good as a result of very good teaching and pupils' excellent attitudes.
- Higher-attaining pupils achieve exceptionally well because there are very good opportunities for extending their learning through research and the use of ICT.
- Very good leadership and management have given rise to excellent improvement since the last inspection.
- A very good curriculum ensures full inclusion of all groups of pupils.

### Commentary

60. National Curriculum test results in 2003 show that standards by the end of Year 6 were well above average and in the top five per cent compared with similar schools. Almost two thirds of pupils in the 2003 tests gained Level 5, which represents excellent achievement for this group since joining the school. Standards throughout the school are rising above the national trend. Pupils throughout the school achieve very well and there are no significant differences in the achievement of girls and boys. Pupils for whom English is an additional language and those with special educational needs achieve equally well as a result of the very good support provided in lessons.
61. Pupils in Year 3 are developing their knowledge of materials, living things, and electricity. By Year 6, pupils have a very good understanding of fair testing, and carry out investigations with precision. For example, they make accurate predictions, observe, record and analyse results from their experiments in all science topics. Higher-attaining pupils achieve exceptionally well because there are very good opportunities to extend their learning through research and the use of ICT. For instance, Year 6 pupils use the Internet to research a different planet from the solar system each week and, as a result, they eagerly discussed interesting facts about the planet Mercury, such as the searing temperatures on its surface.
62. The strongest features in the very good teaching include teachers' very high expectations, very effective use of resources and the brisk pace at which lessons proceed. As a result, pupils are challenged to acquire new scientific knowledge quickly and they work very productively, covering much work in a short space of time. This was seen in nearly every lesson. Teachers also constantly check pupils' learning in lessons, providing very good individual support for pupils to clarify any misunderstandings. Literacy and numeracy are promoted very well, through, for example, close attention to the development of scientific vocabulary and opportunities for recording results of investigations in tables and graphs. Teachers have very good relationships with pupils so that pupils show respect and behave very well. Pupils' learning is very good also because of their own highly positive attitudes: they concentrate in lessons, try very hard and complete all their tasks.
63. Teachers have a very good knowledge of their pupils and make very good use of assessment in lessons, specifying clear learning objectives, which are then reviewed with pupils at the end of each lesson. Teachers make good use of ICT, particularly in Year 6, to support teaching and learning, so that pupils develop their skills in using the Internet for research.
64. A very good curriculum provides many opportunities for pupils to engage in scientific investigation. This ensures that they develop practical scientific skills and contributes to their deeper understanding in all areas of the subject. It is also reflected in the high standards that pupils reach and in their enthusiasm and positive attitudes. All pupils are fully included in all

activities, irrespective of their capabilities, gender or background, through the very effective way in which work is matched to needs, and knowledge and skills are systematically reinforced through careful planning.

65. Leadership and management are very good, with a particularly strong emphasis on monitoring the quality of teaching, learning and pupils' achievement, with excellent use of this information to raise standards further and improve provision. Effective monitoring has led to excellent improvement since the last inspection, where a significant number of pupils were underachieving due to some weaknesses in teaching and the curriculum. The achievement of all groups of pupils is now very good because teaching and the curriculum have improved significantly.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology (ICT) is **satisfactory**.

### **Main strengths and weaknesses**

- All groups of pupils achieve well.
- Teaching and learning are good in discrete ICT lessons.
- The subject is co-ordinated effectively and there are clear plans for its further development.
- Improvement since the last inspection has been good.
- There is scope to develop further the use of ICT as a regular teaching and learning tool in a range of subjects.

### **Commentary**

66. By the end of Year 6, standards are broadly in line with national expectations. Pupils are confident navigating websites and are able to evaluate the effectiveness of ICT as a source of information. In producing newspaper articles, the eldest pupils use desktop publishing confidently to combine images with text. In Year 5, pupils use ICT for graphical modelling and to present and conduct basic analysis of data. Pupils in Year 4 show satisfactory understanding of control technology, developing simple programming skills. They also use computer graphics to experiment with colour, form, pattern and visual texture. Pupils in Year 3 know how to manipulate text and combine it with clip art. Pupils achieve well and develop a range of ICT skills. There is no difference in the achievement of boys and girls, or that of pupils for whom English is an additional language or with special educational needs.
67. Teaching in discrete ICT lessons is good overall. Where teaching was very good, the teacher had high expectations, challenged pupils, ensured they worked at a consistently brisk pace, planned extension tasks, then readily improvised and offered further verbal and practical extension when a number of pupils completed the extension. This lesson, in Year 6, was a very good example of how productively pupils work and their readiness to research independently. Where teaching was good, the teacher had planned the lesson effectively and provided good opportunities for learning by discovery. Pupils learned by trial and error and were very motivated. Where teaching was satisfactory, the teacher had adequate ICT skills but did not provide enough guidance or challenge to promote more than satisfactory achievement.
68. Curriculum planning is effective, supported by a commercial scheme and national guidance. Pupils' attainment is regularly assessed and outcomes are recorded at the end of units of work. Assessment identifies where pupils have needed support and where they need extension. Some teachers include useful notes that are capable of informing future planning. The school recognises the need to develop most teachers' skills in assessing work against National Curriculum levels.

69. Leadership and management are good. The co-ordinator has been effective in developing the subject over the last two or three years and there are clear plans for further development. She undertakes monitoring of work produced in discrete ICT lessons but does not yet have a clear system for finding out what is being done across the curriculum.
70. ICT has been a whole-school development priority and there has been good, systematic improvement in ICT since the last inspection. National Curriculum Programmes of Study are now being covered appropriately and resourcing has improved, although a lack of computers in classrooms hampers the development of ICT as a day-to-day learning tool in a range of subjects.

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

71. Discrete ICT lessons have a subject focus and, in this way, contribute to pupils' learning within subjects of the curriculum as well as to the development of ICT skills. In ICT lessons observed, work supported literacy in Year 3, mathematics in Year 4 and science in Year 6. There is good evidence from display and pupils' work of the use of desktop publishing in English – through work on newspaper articles about the outbreak of war with Iraq, databases in science and word processing in history. Satisfactory use is made of ICT in mathematics.

### **HUMANITIES**

72. No lessons were observed in geography and history; judgements are based on scrutiny of pupils' work and discussions with staff and pupils.
73. In **history**, pupils' learning is supported by regular visits to a range of museums. Every year group goes on a trip of some sort to support specific topics, and historical artefacts are used to very good effect to extend pupils' understanding. Insufficient work was seen to make an overall judgement about the quality of provision, standards or teaching. Work on display suggests that pupils achieved well in producing these particular pieces of work and the subject makes a very good contribution to the development of pupils' literacy skills. Pupils have written convincing accounts about Tudor monarchs, social conditions in Victorian England and the major causes and key features of World War II.
74. In **geography**, pupils in Year 3 have drawn maps of their local area using simple keys. They identified and recorded village place names making use of prefixes and suffixes to derive Viking, Roman or Anglo-Saxon origins of their chosen villages. In Year 4, pupils build on their earlier learning, drawing maps showing particular locations. They develop an understanding of the importance of conservation in designing persuasive posters such as 'Don't Drop Litter!' in the topic on conservation. Teachers provide good opportunities for pupils to extend their learning through conducting surveys. Literacy is promoted well, for example, when pupils list the names of countries around the world in alphabetical order. Pupils compare hot and cold climates throughout the world and identify the climates within their countries of origin, which promotes a greater awareness of their own cultures.

### **Religious education**

Provision in religious education is **very good**.

### **Main strengths and weaknesses**

- Pupils achieve very well and reach standards that are above those expected nationally.
- The subject makes an excellent contribution to pupils' spiritual development and to their respect for others' beliefs.
- Teaching and learning are very good.
- Pupils have very good opportunities to use and develop their literacy skills in religious education.

- The teacher does not always explain difficult vocabulary sufficiently for pupils who are learning English or those with special educational needs.

## Commentary

75. By the end of Year 6, standards are above average; even in Year 4, an above average understanding is beginning to emerge in some pupils' work. Pupils describe key beliefs and teachings of the religions they have studied and are able to make comparisons and see links between major world faiths. They have a very strong understanding - and higher-attaining pupils express this clearly - of how religion makes a difference to people's lives. Some write from personal experience with real conviction and can link religious belief to moral and ethical issues. They have an excellent respect for beliefs – which contributes very well to the school's ethos and to racial harmony. They are aware of the abstract qualities found in a 'good' or 'holy' person and can relate this to the needs of the twenty-first century. They recognise 'specialness' and meaning much more than most pupils of this age because these factors are promoted very effectively by the teacher. Their capacity to ask questions is perhaps less well developed – but that is partly because they clearly find answers instead in what they have studied and many have strong personal beliefs, which they build on by learning about other religions and making connections.
76. Achievement is very good from a low starting point, and pupils make progress especially in their understanding. Higher-attaining pupils achieve particularly well and make the most of the opportunities for writing about their ideas and explaining what they have learned. Occasionally, the teacher does not define difficult words and concepts clearly enough or check in a plenary that all have understood the key features from within the lesson. Despite this, written work shows that even the lowest-attaining pupils grasp the main ideas. There is no apparent difference between the achievement of different groups, or of girls and boys.
77. Teaching is very good: it shows real flair and brings the subject to life. The teacher makes very good use of artefacts and resources and has excellent relationships with the pupils. He is highly effective in making links between religions and in drawing out pupils' own thoughts and feelings about the topics they study. Self-review is used very well to encourage reflection and to consolidate learning. Literacy is promoted exceptionally well – a wide range of creative and extended writing takes place from Year 4 onwards. The school is making good use of the national guidance for the subject alongside the Local Agreed Syllabus.
78. The subject is led well by a part-time teacher who has excellent subject knowledge. The school has a specialist room dedicated to religious education, which has extensive permanent displays, including artefacts. This room contributes to the sense of the subject being 'special'; it is almost like a temple and celebrates a wealth of world religions very effectively. Year 3 pupils have visited a local church but, otherwise, there have been limited visits and visitors are not used as much as they could be to extend pupils' experience.
79. There has been good improvement since the last inspection. The inspirational nature of the subject has been emphasised; religious education contributes significantly to pupils' literacy and makes an excellent contribution to their spiritual development.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

80. It was not possible to see any **art and design** lessons. Judgements about art are based on scrutiny of pupils' work and discussions with staff, so there is insufficient evidence to make an overall judgement about standards or teaching. There is clearly variation, however, between the quality of teaching from class to class, evident in the different standards in work produced by pupils of the same age.
81. Work by the youngest pupils shows that their prior attainment is below average for many when they join the school in Year 3. In their portrait drawings, some pupils have looked carefully and recorded accurately but their own illustrative work is below average. Work on Monet, at a very

early stage, shows that pupils are working well below average in painting and some work by older pupils reveals less well developed skills in painting than those found in their work in other media. Good work has been produced in Year 3 where pupils have worked together to develop large-scale mosaics as part of the topic on the Roman invasion. In part of a personal, social and health education lesson inspired by Munch's painting *The Scream*, the teacher used good questioning to get pupils to talk about what the subject might be feeling. Work by pupils in Year 5 based on William Morris's wallpaper designs shows careful recording and a detailed understanding of the key stylistic features in Morris's work. Pupils at the school won the William Morris Museum prize last year. Work on linear perspective by a Year 6 class reveals an above-average understanding for pupils of this age and shows that the technique was thoroughly explained by the teacher. In the same class, pupils' coat of arms designs include some effective design elements and good spatial awareness.

82. Pupils have very good opportunities to work collaboratively and it is when they do so that they produce some of their best outcomes. This is seen most obviously in the group effort involved when pupils worked with local artists to produce a number of murals on walls around the outside of the school. This ambitious project provided pupils with excellent opportunities to learn about digital photography, printmaking, Chinese and Japanese pattern, landscapes and weather drawing using pastels. Work on display from this project is of a standard well above national expectations. Large-scale multi-media collages by older pupils show an above average grasp of form and colour, and imaginative combination of materials; they reveal good technical skill and include interesting experimental effects.
83. **Design and technology** was not inspected in depth, so it is not possible to make any overall judgements about teaching, learning and standards. Sampling of work indicates that all year groups undertake design and technology work. In Year 3, there is some good work on the application of scientific principles to the making of clowns' faces, where simple electrical circuits make the clown's face light up. Work of a good standard was seen in relation to the design of chairs in Year 4, where pupils produced a variety of visually pleasing and well-observed graphic images of chairs. Their study included front, side and back views of the chairs they were designing. However, overall, there was little evidence across the school of design work or of work in resistant materials. In Years 5 and 6, the work on display was mainly construction work using card and glue. This work demonstrated only limited joining and cutting skills. Some interesting ideas were seen in the card models of waistcoats in Year 5. Unfortunately, these were not then made using textiles materials and, though well shaped and cut, the demands on pupils' skills in joining were limited to using sellotape or glue. In the one lesson seen in design and technology, teaching and learning were very good. High expectations and a carefully structured approach led to creatively pleasing work.
84. In **music**, judgements are based on the observation of two lessons, a singing practice, scrutiny of photographic evidence and resources, and discussions with staff. There is, thus, insufficient evidence to form an overall judgement about provision, standards or teaching. Pupils achieved well in one lesson seen and satisfactorily in the other. The school provides good opportunities for pupils to play a range of instruments. Ealing Music Service lends instruments and the school has purchased a set of African drums. This enables pupils to borrow instruments to practise independently and supports a number of lunchtime and after-school clubs, including recorder, guitar and drumming. Keyboard classes are held weekly for pupils in Years 5 and 6 and all pupils have a singing session each week, in addition to music lessons. Some pupils have been selected to go forward to take part in the Ealing choir. A choir from the school sings every year in homes for the elderly and there are regular school performances at Christmas and in the summer.
85. One lesson was observed in **physical education**, with a focus on dance. Judgements are based on this lesson and on discussions with staff and pupils, but there is insufficient evidence to make an overall judgement about standards and teaching. Pupils made good progress in this lesson as a result of good teaching and motivating tasks. They created their own dance steps in counts of eight, travelling singly, in pairs and in small groups. As a result of the well-

chosen use of taped music, pupils became increasingly confident dancing together in the lesson, enjoyed the experience tremendously and worked vigorously in improving their performance.

86. The physical education curriculum provides good opportunities for pupils to study dance and gymnastics on alternate half terms throughout the year, as well as having a weekly games lesson. Currently, the school is considering introducing swimming lessons in Year 4, depending on parental response: some parents of Muslim girls have previously objected to mixed swimming. Visitors are used to extend learning opportunities: the London Broncos rugby team has been into school and members of Brentford Football Club have worked with girls to build up their confidence and skills. The curriculum is further enriched by a range of extra-curricular activities in the form of clubs – for cricket, football, athletics, rugby and netball – and the school is very active in competing with other local schools. It has met with a high level of success in inter-school sports for several years in succession, revealing pupils' above-average skills in athletics and other competitive events.

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

87. Insufficient work was seen to form an overall judgement about provision in personal, social and health education and citizenship.
88. Personal, social, health education is actively promoted, both within discrete personal, social and health education lessons and within and across other subjects. The impact of timetabled lessons, enrichment activities and the school's excellent ethos ensures that pupils make excellent progress in their personal development, learn about health, and know how to function as very positive members of society.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>1</b>
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	2
<b>Pupils' attitudes, values and other personal qualities</b>	<b>1</b>
Attendance	3
Attitudes	1
Behaviour, including the extent of exclusions	1
Pupils' spiritual, moral, social and cultural development	1
<b>The quality of education provided by the school</b>	<b>2</b>
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	1
Support, advice and guidance for pupils	1
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
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	2
The leadership of the headteacher	1
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).*