

INSPECTION REPORT

BEACONSFIELD PRIMARY AND NURSERY SCHOOL

Southall

LEA area: Ealing

Unique reference number: 101878

Headteacher: Mrs K Riley

Lead inspector: Mrs M Summers

Dates of inspection: 16-18 November 2004

Inspection number: 266381

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3-11
Gender of pupils:	Mixed
Number on roll:	214
School address:	Beaconsfield Road Southall Middlesex
Postcode:	UB1 1DR
Telephone number:	020 8574 3506
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Appropriate authority:	Governing body
Name of chair of governors:	Mr J Sidhu
Date of previous inspection:	22-26 April 1999

CHARACTERISTICS OF THE SCHOOL

The school is of average size and caters for 226 pupils between three and eleven years of age. Ten children attend the nursery full-time and twenty-five part-time. The school serves an area which has changed greatly over the past three years. The long-established Asian community has been joined by a significant number of families from other ethnic minority backgrounds, many of whom are refugees. There is an extremely high turnover of pupils. In the current Year 6 for instance, half of the pupils are new since Year 2. Many pupils join the school having no English and with very little previous experience of education. Refugee families often live in temporary accommodation. When they move to permanent housing, many choose to continue to send their children to Beaconsfield, even if they have to travel considerable distances. Just under half of the pupils in the school are entitled to free school meals, a figure which is much higher than in most schools. Virtually all the pupils speak English as an additional language but only about a third are in the early stages of learning English. About a third are identified as having special educational needs. This figure has risen recently and is higher than in most schools. No pupils have statements of special educational need. The majority of the pupils on the special needs register have moderate learning difficulties. Most pupils start school at levels which are well below those expected for their age.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25455	Mary Summers	Lead inspector	English, Religious education, Art and design, Design and technology
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32838	Liz Rayment-Pickard	Team inspector	Science, Geography, History, Foundation Stage, English as an additional language

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PART A: SUMMARY OF THE REPORT

Overall evaluation

Beaconsfield Primary is a **good** and effective school. Achievement is good, despite the very high turnover of pupils. The school is led and managed well and this has meant that many new challenges have been met successfully over recent years. Teaching and learning are good overall, and are very good in the Foundation Stage and in Years 1, 2 and 3. Because of its high cost per pupil, the school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- The quality of the teaching is good overall and results in pupils achieving well in nearly all subjects.
- Provision for pupils with English as an additional language is very good and results in them achieving well in lessons.
- The school is well led and managed. There is a strong commitment amongst the staff towards providing the best they can for the pupils.
- Pupils develop a very good knowledge of different cultures and faiths. As a result they value and respect one another's backgrounds and opinions.
- Links with parents and the community are very productive and contribute well to pupils' learning.
- Provision in information and communication technology is unsatisfactory.
- Teachers manage pupils' behaviour in different ways. Expectations are not always made clear enough to pupils and this results in unsatisfactory behaviour amongst a few.
- Pupils are not given enough opportunities to develop initiative and independence in their learning.

The school has made good improvement since it was last inspected in April 1999. The changing nature of the community and the very high turnover of pupils have presented considerable challenges for the school, which have been successfully met. All the relevant key issues identified by the last inspection have been addressed successfully.

Standards achieved

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	E	E	D	B
mathematics	C	E	E	C
science	E	E*	E	C

*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.*

Pupils' achievement is **good**. Most children start in the nursery at levels which are well below those expected for their age. Because of the very good teaching and care they receive, they quickly settle in and become interested and enthusiastic learners. They achieve very well, most reaching the Early Learning Goals in all aspects of their development.

Pupils in Year 2 achieve very well. They are on track to reach nationally expected levels by the end of the year in reading, writing, mathematics and science. Standards in English, mathematics and science in the current Year 6 are well below those expected for pupils' ages. This is because a high proportion start at the school when they are older and do not enjoy the benefits of the very good provision in the Foundation Stage and in Years 1 and 2. Many have had very limited previous education and speak little English when they first start school. Taking these factors into account, their achievement is good overall. All groups achieve well, including the brightest pupils and those with special educational needs. Pupils for whom English is an additional language achieve

especially well because of the very high quality of support they receive. Pupils throughout the school do well in religious education. Achievement in information and communication technology, however, is unsatisfactory because some aspects have not been taught in sufficient depth.

Pupils display **good** personal qualities. Their spiritual development is good and their cultural, social and moral developments are satisfactory. Most pupils are keen, confident and enthusiastic learners. The vast majority behave well, playing happily in the playground and working together co-operatively in class. However, a few show unsatisfactory behaviour, which is not always well managed by teachers. Pupils work well together in pairs and small groups. They have few opportunities, however to develop their initiative and independence in their learning. Attendance and punctuality are satisfactory.

Quality of education

The school provides a **good** quality of education for its pupils. Teaching and learning are **good** throughout the school. They are very good in the Foundation Stage and in Years 1, 2 and 3. Teachers throughout the school monitor the progress of their pupils well and use this information to plan subsequent work at the correct levels to move the pupils on. Sometimes the work is over directed by teachers and gives pupils little chance to develop independence or use their initiative. Provision for pupils with English as an additional language is especially good and results in them achieving really well. Homework set is very useful in helping pupils to consolidate what they have learned in school. Teachers manage pupils' behaviour in different ways and a few pupils do not understand clearly what is expected of them. This results in a small amount of unsatisfactory behaviour amongst some older pupils. Religious education is very well taught and means that pupils achieve highly. Information and communication technology is not taught effectively enough and results in pupils making insufficient progress in the subject. The vast majority of pupils respond well to all the learning opportunities provided by their teachers.

The curriculum is very good in the Foundation Stage and satisfactory in the rest of the school. Good accommodation and resources contribute well to the quality of teaching and learning. Pupils are well cared for. Induction systems are good and new pupils quickly settle in and feel happy and confident to come to school. Parents support the school and their children very well and this contributes significantly to pupils' good achievement. Links with the community are very good and the school has satisfactory connections with neighbouring schools.

Leadership and management of the school

Leadership and management are **good**. Leadership is based on a clear understanding of the particular circumstances of pupils, their families and of the local community. There is a strong drive for improvement. Staff with different management responsibilities play effective roles. A rigorous monitoring system ensures that weaknesses are identified and steps taken to address them. The work of the governing body is satisfactory. Governors participate in planning for school improvement and monitor the work of the school appropriately.

Parents' and pupils' views of the school

Parents are very happy with the way the school provides for their children. They say they always feel welcome and that their concerns are quickly and efficiently addressed. Pupils speak very highly of the school. Their opinions and their work are valued. Some are worried about the behaviour of a few pupils and inspectors agree with these concerns.

Improvements needed

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

- Raise standards in information and communication technology by improving the quality of provision.
- Adopt clear guidelines for managing pupils' behaviour and ensure these are applied consistently.
- Provide more opportunities for pupils to use their initiative and develop more independence in their learning.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is very good in the Foundation Stage and in Years 1 and 2. In English, mathematics and science, standards at Year 2 are average but they are well below average at Year 6. Despite these low standards, pupils in Years 3 to 6 achieve well, considering that a high proportion start school in these year groups having had limited previous education and often being in the early stages of learning English.

Main strengths and weaknesses

- The very good quality of teaching that children receive in the nursery and Reception classes and in Years 1 and 2 means that they achieve very well.
- Standards in religious education are above average in Years 2 and 6.
- Standards in information and communication technology (ICT) are below average in Year 2 and well below average in Year 6.
- Pupils with special educational needs achieve well throughout the school.
- Pupils for whom English is an additional language do very well because of the very high quality of teaching and support that they receive.

Commentary

1. Children begin in the nursery at levels which are well below those expected for their age. Levels of attainment on entry to the school have fallen since the last inspection. This reflects the changing nature of the school's intake and the fact that far more pupils now begin at the school with limited previous education and speaking no English. The turnover of pupils is very high. Many of those who sit the national tests have only been at the school a relatively short time. It is therefore inappropriate to make any judgements about trends in performance or improvement in standards since the last inspection.

2. National test results and teacher assessments in 2004 showed pupils in Year 2 reaching well below average levels for their age. Science standards were in the lowest five per cent in the country. Even when compared with similar schools, standards were well below average in science, below average in reading and writing although they were average in mathematics. Despite this, the pupils did well, considering the high numbers who joined the school in Year 2. Virtually all the pupils who had attended the school since nursery achieved expected levels for their age. The current pupils in Year 2 are on line to reach nationally expected levels by the end of the year in reading, writing, mathematics and science. This represents very good achievement for these particular pupils.

3. The 2004 national test results for pupils in Year 6 were below average in English and well below average in mathematics and science. However, when compared with similar schools, standards were above average in English and average in mathematics and science. A good number of pupils reached the higher Level 5 in English and mathematics. Pupils currently in Year 6 look likely to reach lower standards than in 2004. This is because the pupils have different capabilities and started the school at very different levels. Despite this, their achievement is good.

4. Because of the very effective provision made for the children when they first start school in the nursery, they quickly settle in, feel confident within their surroundings and begin to learn very effectively. By the time they transfer to Year 1, most meet the levels expected nationally in all aspects of their learning. Successful links with parents support this very good achievement.

5. Many new pupils join the school when they are older. This is the case throughout the school but affects Years 3 to 6 particularly. The school makes really good provision for these

pupils, helping to make them feel welcome and keen to begin learning. In Years 1 and 2 they achieve especially well, many reaching nationally expected levels, especially in mathematics. In Years 3 to 6, achievement overall is good, but new pupils have more to make up over a shorter period of time. Most settle in quickly and show good attitudes to their education. A few pupils in Year 6, however, show unsatisfactory behaviour and do not achieve as well as they should.

6. Standards in religious education are above those expected for pupils in Years 2 and 6. Pupils throughout the school achieve very well in this subject because of its high profile and because of very effective planning. Religious education is seen as a high priority subject, which contributes to pupils' cultural and spiritual development as well as helping pupils to respect and value each other. It is very well taught. Pupils are enthused and excited by the lessons. They are confident and keen to share their own thoughts and beliefs with their classmates.

7. In contrast, ICT standards are below average in Year 2 and well below average in Year 6. The school recognises that standards are not high enough and improvement plans are in hand. New resources have been purchased and teachers have begun to receive specific training on how to teach the subject.

8. Pupils for whom English is an additional language make very good progress throughout the school. They receive very effective specialist support. Class teachers are also well trained to meet the needs of these pupils successfully.

9. Pupils with special educational needs achieve well throughout the school. In the Foundation Stage and Years 1 and 2 they achieve very well. Planned work, particularly in English and mathematics, is usually at a suitable level to give them the confidence to move on successfully to the next stage in their learning. Their good achievement is a direct result of the good and often very good teaching they receive.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
reading	13.8 (13.6)	15.8 (15.7)
writing	12.5 (13.6)	14.6 (14.6)
mathematics	14.7 (16.4)	16.2 (16.3)

There were 27 pupils in the year group. Figures in brackets are for the previous year

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	25.7 (23.6)	26.9 (26.8)
mathematics	25.7 (24.0)	27.0 (26.8)
science	26.6 (24.5)	28.6 (28.6)

There were 27 pupils in the year group. Figures in brackets are for the previous year

Pupils' attitudes, values and other personal qualities

Pupils have good attitudes to their work. The vast majority of the pupils behave well. The school makes very good provision for pupils' cultural development. It provides well for their spiritual, moral and social development. Attendance and punctuality are satisfactory.

Main strengths and weaknesses

- Pupils gain a very good knowledge of their own and others' cultures and backgrounds.
- The behaviour of a few pupils is unsatisfactory.
- The school's behaviour policy does not provide clear enough guidance to staff, pupils or parents.

Commentary

10. Pupils have good attitudes to school and to their education generally. These are supported well by parents who want their children to get the most out of their education. The vast majority of pupils work together well in class and show respect and thoughtfulness for others. Pupils are motivated to do their best, to participate and to help one another. Most listen attentively in lessons and are keen to ask and answer questions.

11. Pupils' behaviour is generally good. Pupils play well together in the playgrounds, move sensibly around the school and, show good behaviour in the vast majority of lessons. However, on occasion, the behaviour of a few older pupils is not so good and impacts on the learning of others. The school lacks clear and accepted guidelines about how to manage pupils' behaviour.

12. There is no harassment or racism evident in the school. Pupils report that they are confident to share any concerns they have with any member of staff. They say that any problems they may have are dealt with promptly and efficiently.

13. Pupils' cultural development is very good. The school has made great efforts to extend pupils' knowledge of and respect for the wide range of backgrounds of pupils who now attend. Spiritual development is good. There are many opportunities provided for pupils to consider one another's different beliefs and opinions. Teachers take every opportunity to encourage pupils to reflect about aspects of their religious education lessons. These strategies contribute well to pupils' social and moral development, which are also good.

14. Pupils with special educational needs who have emotional and behavioural difficulties are managed satisfactorily in most classes and during breaks. For some pupils their individual needs are not always clearly identified so that appropriate action can be taken to help them cope with the rigours of school life.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.1	School data	0.3
National data	5.5	National data	0.4

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

15. Attendance figures fell last year and were below the national median. Unauthorised absence has improved and is broadly in line with national figures. This is due to a decline in the number of pupils taken on holiday during term time, especially for extended visits overseas. The school works appropriately to try to encourage parents to send their children to school regularly.

Attendance figures for the most recent term have improved and are now more in line with national figures.

16. Punctuality is satisfactory. Most pupils turn up for school promptly each morning. However, procedures for recording late arrivals are unsatisfactory. Latecomers are not always identified and clear records kept. Similarly, the procedures for keeping clear records of those who go home for lunch are not stringent enough.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
Asian or Asian British – Indian	71	0	0
Asian or Asian British – Pakistani	63	0	0
Asian or Asian British – Bangladeshi	3	0	0
Asian or Asian British – any other Asian background	24	0	0
Black or Black British – Caribbean	6	0	0
Black or Black British – African	46	0	0
Any other ethnic group	13	0	0

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

17. There have been no recorded exclusions over the past year, nor have there been any in recent years.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good education for its pupils. Pupils are well taught and receive a satisfactory curriculum. They are cared for and supported well and benefit from the school's very good links with their parents and the community.

Teaching and learning

Teaching and learning are good overall. They are very good in the Foundation Stage and in Years 1, 2 and 3 where pupils make especially good progress and achieve very well. Assessment procedures are good and are used effectively to track pupils' progress and to plan appropriate work for pupils of different capabilities.

Main strengths and weaknesses

- Assessment systems are firmly in place and provide useful information for teachers to use when planning their lessons.
- Homework is used very effectively to reinforce what pupils have learned in lessons.
- There is a strong focus on language development. This helps all the pupils but especially those with special educational needs and those for whom English is an additional language.
- Pupils with English as an additional language are supported very well and make very good progress.
- Behaviour management is inconsistent and sometimes leads to pupils wasting time and disrupting lessons.
- ICT is not used well enough in lessons.

- Pupils' work is often over-directed by teachers. Pupils have few opportunities to develop independence in their learning.

Commentary

Summary of teaching observed during the inspection in 42 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	12 (29%)	16 (38%)	13 (31%)	1 (2%)	0 (0%)	0 (0%)

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

18. Teaching and learning in the nursery and Reception classes are very good. Adults have a clear understanding of the needs of young children and provide extensive opportunities to ensure they develop well in all aspects of their learning. Assessment is regular and rigorous, so that teachers quickly build up an accurate picture of individual children. They are then able to plan suitable activities at different levels. A wide range of stimulating activities engage the children's interest. Adults support some of the focused activities to ensure that the children receive appropriate guidance. Teaching and learning in this area of the school have improved dramatically since the last inspection when they were unsatisfactory. This is due to a very well-planned programme of development, including improvements to the accommodation and equipment. This section of the school is very well led and managed. The needs of young children are clearly recognised and planned for in all aspects of provision.

19. Teaching and learning are very good in Years 1, 2 and 3. In these classes, teachers engage the pupils' interest extremely well and move lessons on at a very brisk pace. Pupils have no time to become bored or go off task. Lively and dynamic presentation of lessons ensures all pupils concentrate well and put a great deal of effort into their work.

20. The quality of teaching and learning in other classes is good overall. However, this judgement masks a range of quality in individual lessons, from very good to unsatisfactory. In a very few cases, teachers do not manage pupils' behaviour consistently enough to ensure that all the pupils are learning at a satisfactory rate.

21. Overall, support staff are well deployed and most have a considerable impact on pupils' learning. Those who support pupils with English as an additional language in class and in small groups are particularly effective. The quality of teaching for these pupils is very good and this is why they settle into school so quickly and are able to take an active part in lessons. Only in a very few cases are additional adults not well employed in lessons.

22. Well-established assessment systems are used effectively by teachers to help them plan their lessons. This is noticeable in nearly all lessons, where different levels of work are provided for pupils of different capabilities. This ensures that all pupils have equal access to the lessons and that all achieve well.

23. Teachers give good support in class to those pupils who have special educational needs. Work is usually well planned at an appropriate level to enable pupils to achieve well. This is particularly well done in the Foundation Stage and Years 1 and 2. Teachers in these classes use classroom assistants very effectively and brief them fully about their role in each lesson. The assistants keep a record of the work they do with pupils to share with the teacher after the lesson and this helps the planning of suitable future work. Occasionally, when planning work, teachers do not relate it to the targets set in pupils' individual education plans. This slows down the rate of progress they make towards these targets.

24. The targets set by the teacher for whom English is an additional language are challenging, specific and planned according to the school's curriculum and assessment programmes. Progress

is measured scrupulously and achievement is reviewed on a day-by-day basis. This information is shared with pupils and class teachers.

25. Pupils are well supported through the good quality visual displays on classroom walls and around the school. Words, letters, picture clues and posters provide a bank of useful information for pupils to use in their work. This is especially good in Year 3, where pupils' work is displayed extremely well and displays in science, for example, provide good reinforcement of the new concepts pupils have learned.

26. The development of pupils' language has a high priority in lessons. Often, teachers identify key vocabulary in their planning and, in some cases, display new words on cards so that pupils have the chance to see as well as hear them. In a very good English lesson in Year 5 for instance, words such as 'characters', 'setting', and 'stage directions' were displayed on the board. The teacher referred to these words as he presented the lesson. Pupils were given many opportunities to use the new vocabulary during spoken and written activities.

27. In the Year 5 lesson mentioned above, the pupils enjoyed the responsibility given to them by the teacher to use their initiative and develop independence in their learning. The ground rules for behaviour were firmly established and the teacher's expectations were clear. The pupils responded very well, working sensibly and effectively to complete the task. They showed a sense of pride in their independence.

28. However, opportunities for pupils to develop independence are relatively few. In most classes, pupils are given tightly organised tasks with little room for them to use any initiative. This makes pupils highly dependant on adults. In some cases, it results in a lack of personal responsibility which displays itself in unsatisfactory behaviour.

29. Homework is used very well throughout the school to encourage pupils to practise new skills they have learned at school. Parents at the meeting held prior to the inspection valued homework and said how useful it was. The homework greatly assists the development of pupils' literacy and numeracy skills.

30. Teachers have good knowledge and understanding of most of the subjects which they teach. Religious education is a particularly good example and results in lessons being well planned, structured and stimulating for pupils. However, many teachers do not have enough knowledge of ICT to be able to use it effectively in lessons. Although the school's new interactive whiteboards are used as a teaching resource in some lessons, seldom are they used as a learning tool by the pupils. Apart from in the Foundation Stage, computers are hardly ever used by the pupils during group or independent work.

31. Teaching and learning have improved since the last inspection due to the rigorous monitoring procedures adopted by the school. Lessons are monitored by the headteacher, senior staff and by visiting advisors from the local education authority. Useful feedback is given to teachers which identifies clear points for improvement.

The curriculum

Curriculum provision is satisfactory overall. It is very good in the Foundation Stage. Additional activities enrich the curriculum to a satisfactory extent. The accommodation and resources are good.

Main strengths and weaknesses

- The very good provision in the Foundation Stage ensures all children achieve very well. It provides very well for children with special educational needs.
- The good accommodation and resources make teaching and learning more effective.
- Pupils are fully included in all aspects of school life.

Commentary

32. Since the last inspection there has been a good improvement in the curriculum. The provision for children in the Foundation Stage has improved considerably. It was unsatisfactory at the time of the last inspection and is now very good. The accommodation has been improved, as have the resources. The planned curriculum for subjects other than English and mathematics, a key issue at the last inspection, has also improved and pupils now build on the skills they learn as they move through the school. The curriculum fully meets statutory requirements and the provision for sex and drugs education is in place.

33. The curriculum for children in the Foundation Stage is very good. All areas of learning are well planned with many interesting and stimulating activities to catch the children's imagination and make learning fun. They are well prepared for moving on to Year 1. The school's curriculum provision for pupils with special educational needs is satisfactory overall but very good for children in the Foundation Stage. Here it is very carefully planned to meet their individual needs, and their achievements are noted on a daily basis to help set new targets. Children are also very well supported by their teachers and skilled support staff who work closely together to provide a curriculum designed to move them on swiftly to the next stage in their learning. As a result they achieve very well.

34. The spacious accommodation is used effectively and is well kept and maintained. It is further enhanced by attractive and stimulating displays that show the value the school puts on the work of its pupils. Displays also raise the profile of individual subjects and make pupils eager to learn. The outside play area is very good and a lot of thought has been put into providing pupils with an interesting and stimulating environment. There are good quality resources for teachers to use in their lessons. These make learning more effective as they enable pupils to have 'hands on' work in practical lessons and have access to a good quantity of suitable books to consult in their research work. In ICT the resources are not used so well and the computer room is underused for class lessons.

35. There is a good level of participation in the arts. Pupils sing well in concerts and productions and some learn to play musical instruments. These pupils play at special events such as the school's prize giving. Last year they performed to the Mayor and Mayoress of the local borough. Professional musicians visit the school to play for the pupils and visiting artists work with them to produce attractive artwork. There is also a lunchtime club for pupils to learn Indian dance.

36. The school curriculum is planned so that all subjects are taught over each year. Some useful links are made between subjects so that the work is more relevant and interesting for the pupils. For instance, in science the pupils use their mathematical skills to measure time and distance. Pupils regularly practise their literacy skills when they write about their work in other subjects.

Care, guidance and support

The care, welfare, health and safety of pupils is good. The school provides well for pupils' support, advice and guidance. It makes satisfactory arrangements to listen to pupils' views.

Main strengths and weaknesses

- Pupils from different cultures and backgrounds quickly feel at home because of the good levels of support provided by adults who speak their own languages.
- Children in the Foundation Stage are nurtured carefully during their early days at school. They develop great confidence and enthusiasm for school.

Commentary

37. The school's good standard of care for its pupils is in line with the findings of the last inspection. Child protection procedures follow local procedures and are secure. Staff are appropriately trained to administer first aid.

38. It is very helpful that many teachers and support staff come from the same communities as the pupils. Amongst other advantages, it means that there are a number of adults who can speak the various languages of those pupils who have little or no English. This helps new arrivals integrate into the school and also supports them with their education. The school has developed good induction systems to cope with the large number of new pupils who join the school. Very positive relationships between parents and staff begin in the Foundation Stage, where parents soon feel confident to chat with staff about their children's development. There are also good systems in place to welcome pupils who start in older classes. Many of these pupils have experienced great trauma during their lives and the sensitivity with which the staff treat them helps them to make a confident start to their learning.

39. Throughout the school, adults take a close interest in the education and personal well-being of pupils. Each pupil is well known to different adults. Pupils know they can turn to any of these people for advice and support. They value these relationships highly.

40. Pupils who are learning English as an additional language receive very good support. Their own languages are valued and displayed around the school. This fosters their own confidence and self-esteem and, in turn, inspires them to work hard. The specialist support that these pupils receive is very effective. Class lessons always include a focus on language and additional adults are always on hand to encourage, explain and provide opportunities for discussion.

41. Pupils with special educational needs are identified early in their school life and their progress is monitored. Their individual education plans are reviewed regularly. However, targets set in these plans are not always specific enough to enable them to be accurately measured.

42. The school formally consults pupils in older year groups on their views about the school. A school council represents all pupils from Years 2 to 6. Their opinions are taken into account when planning improvements, for example, to the playgrounds.

Partnership with parents, other schools and the community

Links with parents and the local community are very good. They have a significant impact on the pupils' achievement. Links with other schools and colleges are satisfactory.

Main strengths and weaknesses

- Parents have very positive views about the school. They really appreciate the work the school does with their children.
- The school provides very good information to parents about their children's progress and the curriculum.
- Parents are formally consulted about the school's development.
- The school plays an important role in the local community. There are very positive relationships between the school and different ethnic groups.

Commentary

43. Links with parents and the community have improved significantly since the previous inspection. The school has responded well to the challenges caused by the changing nature of the local population. Very good links have been established with different ethnic groups. These help the pupils feel part of a cohesive group, which is geared well to high achievement.

44. Very positive links with parents begin when children first start at school, either in the Foundation Stage or as older pupils. Staff at the school welcome pupils and parents warmly, ensuring that they feel comfortable to share any concerns. Parents value the work that the school does with their children.

45. Annual reports are very good. They are detailed and provide an accurate picture of each child's development. There are also constructive suggestions and targets for improvement. Parents are given useful information about what their children will be learning at the beginning of each term, so they can offer support if necessary.

46. There is a good variety of parents' evenings and social activities. Each term there are consultation evenings at which parents can discuss their child's progress with the teacher. Termly curriculum evenings focus on how the school teaches literacy, numeracy and science and how parents can help their children. Translators are provided for parents who are in the early stages of learning English. Additionally there are evenings for specific groups such as for parents of Year 6 pupils about their choices for secondary school.

47. Parents are invited to special assemblies, concerts and performances. These provide good informal opportunities for parents to offer their views and ideas about how the school could improve. The school values parents' ideas and takes account of them in their future development plans. The annual international evening is a highlight of the social calendar and is attended by a large number of parents. Food, music and dance from a wide range of cultures are shared and enjoyed enormously. This helps to break down barriers within the community and provides an excellent example to the pupils of how to work and live together harmoniously.

48. There are satisfactory links with the schools to which the majority of pupils transfer. The school ensures that parents receive appropriate information so that they can make an informed choice.

49. Parents and carers of pupils with special educational needs are always invited to attend review meetings. Those unable to attend the meeting are sent a copy of their child's individual education plan to make them aware of the targets set. Parents and carers are always welcome to the school to discuss the provision for their children and how well they are doing.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The school is led well by the headteacher, ably supported by her deputy. Management structures are well established and effective in bringing about improvement to the quality of provision and to pupils' achievement. Governance is satisfactory.

Main strengths and weaknesses

- The headteacher gives clear direction to the school's work.
- The deputy headteacher plays a key role in the management of the school.
- Provision for pupils with English as an additional language is very well led and managed.
- Very effective leadership and management in the Foundation Stage have led to a great improvement in this area of the school since the last inspection.
- Clear and rigorous monitoring and evaluation systems ensure that the school continually reviews and improves its performance.

Commentary

50. Leadership is firm and principled. It concentrates on improving the quality of provision for the pupils so they can achieve as highly as possible. There is a clear commitment towards inclusion. All pupils are viewed and treated as individuals. The headteacher takes a keen interest in pupils' achievement and personal development. Informal contact with individual pupils and their parents ensures that each is well known and that their needs are carefully taken into account.

51. Senior staff play an effective part in ensuring good quality provision. The deputy headteacher is especially valuable in maintaining positive links with parents and in supporting new staff. The very good provision for pupils with English as an additional language is a key feature of the school's success. The school benefits enormously from the wide experience and expertise of specialist staff. All adults are well trained in catering for the language needs of these pupils. The Foundation Stage is very well led and managed. Staff here are knowledgeable and sensitive in dealing with young children and their parents. Very useful links with parents are fostered successfully from children's early days at school.

52. The core subjects of English, mathematics, science and religious education are well managed. Provision is monitored effectively and this ensures that provision continues to improve. ICT is not led or managed successfully however. The lack of expertise among senior staff means that provision is not assessed as well as in other subjects and that improvement has not kept pace with national developments.

53. The leadership and management of the school's provision for pupils with special educational needs are satisfactory. The number of these pupils has risen considerably in recent months, however, and the co-ordinator has insufficient non-contact time to oversee and monitor the provision effectively. As a result, some aspects of administration are weak. For example, individual education plans do not always have clear and measurable targets and the register of these pupils provides very limited information. This makes it more difficult to assess the pupils' ongoing progress.

54. There is a strong sense of teamwork across the school. All members of staff understand their roles and responsibilities and this results in a well-organised and smoothly run school. There is a firm focus on learning and a clear commitment towards supporting and caring for pupils. All have strong links with the local community which further contribute to the very positive relationships that the school enjoys with parents and local people.

55. Governors also have effective relationships with the community. Some have been involved with the school for many years and are well aware of the challenges which it faces. Individual governors bring good levels of expertise that are used to help the school with, for example, legal, financial and premises issues. Governors monitor the school's work satisfactorily through a range of formal and informal systems. They depend heavily on the headteacher for information, however, rather than finding out for themselves.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	883,474	Balance from previous year	153,589
Total expenditure	910,289	Balance carried forward to the next	126,774
Expenditure per pupil	3,874		

56. Strategic development is determined appropriately by the headteacher and governors. Plans are considered annually and priorities agreed. The school's improvement plan is satisfactory. Costs of individual projects are not identified clearly enough however, and this makes it difficult for governors to determine the effectiveness of their spending decisions. Financial systems are satisfactory. A recent audit recommended a considerable number of improvements which were quickly addressed by the school. Funds carried forward are larger than is normally acceptable, but the school is saving to implement a major building project in the near future.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

57. Children enter the nursery class after their third birthday and, at the time of the inspection, the majority of the children had been in the school for only two months. Children start school at levels of prior attainment well below those expected for their age, especially in communication, language and literacy. Almost all the children are at the very early stages of acquiring English. There is also a high degree of movement in and out of the class as children leave or join the school.

58. Children achieve very well because of the very good teaching and the really positive relationships between staff and children. The very good planning, assessment and tracking systems mean activities are matched very well to the children's capabilities. The children are enthusiastic about coming to school and are thoroughly engaged in their learning. The children's progress is carefully monitored and the next stage of the children's learning is meticulously planned. Despite the high levels of English as additional language and high mobility rates, most of the children will achieve the Early Learning Goals in all areas of learning by the end of their Reception year.

59. The classrooms are well resourced, attractively laid out and children are able to select their own activities and equipment. There is a very good balance between adult-directed and child-selected activities and between class teaching, individual and focused group work. This gives the children the opportunity to develop independence in their learning and use their initiative. Outdoor activities are good but not as vibrant and exciting as those organised inside. Staff often have to spend a great deal of time supporting children with special emotional, behavioural or physical needs in the outdoor areas, and this limits the focus they are able to give to taught activities.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- All staff make very good use of the comprehensive planning, assessment and tracking policy to develop opportunities to extend children's personal, social and emotional skills.
- Classrooms are very welcoming places where children feel secure, safe and are motivated to learn.

Commentary

60. Children enter the nursery and Reception classes with very low personal, social and emotional skills but make very good progress because of the well-planned provision. Children who transfer from the school's nursery into the Reception class make rapid progress and are able to build upon the skills they have learned in the nursery.

61. The Foundation Stage is a racially harmonious community with its many different cultures and backgrounds being respected. Children settle in very quickly and become happy and enthusiastic learners. The well-planned opportunities and attractive resources for cooperative play ensure that children start to develop and refine their social skills. Attractive and exciting role play areas enable children to play happily together, develop co-operative skills and share their experiences. The majority of the children achieve the Early Learning Goals in this area by the end of the Reception year.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Language development is given a high priority by the staff and this results in children quickly becoming confident speakers.
- Children's progress is planned and monitored carefully and is reviewed regularly.
- Good progress is made in reading and writing and this is supported by positive links between home and school.

Commentary

62. Despite the low standards on entry in this aspect of their development, and the fact that the majority of children have English as an additional language, children of all abilities achieve well. This is because teachers focus constantly on developing children's speaking and listening skills. The adults all model high quality speech and use exciting 'hands on' resources that stimulate the children to talk and develop their confidence. Very comprehensive assessments ensure that every child's needs are identified and their needs met.

63. Bilingual staff support children by systematically teaching new vocabulary and supporting parents sensitively with their children's work. Most children who start in the nursery and remain in Reception will achieve the expected goals in reading, writing and handwriting by the end of the year because the curriculum is planned carefully and differentiated to meet the children's individual targets.

64. Nursery children are excited by the excellent range of books and choose to read unaided in the book corner. They experiment with the new interactive whiteboard and computer, and enjoy writing independently on the whiteboards. Reception children show great enthusiasm for books, and are stimulated by the vast range of attractive resources. The children particularly enjoyed visiting an imaginary cave which had been created in the classroom, and searching for night creatures, which they had made earlier in the term.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Pupils achieve well because the teaching is well structured and activities are assessed rigorously.
- There are many good opportunities for counting and learning numbers; basic number facts are constantly reinforced throughout the day.

Commentary

65. The quality of teaching in this area is good. Although children enter the nursery and Reception classes with mathematical and language skills that are well below those expected, they achieve well overall and most will achieve the Early Learning Goals expected in this area of learning.

66. Well-planned provision and activities that are matched to their ability levels ensure good progress. Adults make the most of planned and unplanned opportunities to develop children's mathematical knowledge and understanding, through sophisticated questioning, songs, rhymes and games that promote turn-taking and sharing. In nursery, the children learn to play number games that stretch their existing mathematical knowledge and language.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children achieve well in information and communication technology.
- Teachers' systematic planning, assessment and review are central to the children's good achievement in this area of learning.

Commentary

67. Teaching in this area is good. The rich and varied investigative opportunities provided for the children throughout the Foundation Stage mean that the children's knowledge and understanding of the world is secure by the time they start in Year 1. Most are on line to reach the Early Learning Goals in this area of their development. This is achieved despite the fact that children's prior attainment in this area is well below expected levels.

68. Children are offered rich first hand experiences along with meticulously structured play and problem solving activities. They are curious, interested and able to practise different skills, for example, manipulating wet and dry sand, play dough and using different tools for making puppets. They gather information from books, tape recorders, the interactive white board and computer. Children's ICT skills are encouraged very well during these early days. Teachers plan effectively for the regular use of computers. Children in Reception, for example, were able, with support, to design their own 'starry night' pictures using a simple art program

PHYSICAL DEVELOPMENT

The provision for physical development is **good**.

- Very good opportunities are planned indoors to develop children's fine motor skills but outdoor activities, whilst good for energetic play, are less stimulating.
- Children with special educational needs do not always have enough support to develop their physical skills appropriately and safely.

Commentary

69. The new outdoor areas are bright and colourful and appealing to the children. They provide good opportunities throughout the school day for the children to run around and to develop their co-ordination. By the start of Year 1 the majority of children have achieved the Early Learning Goals in this area. Children with special educational needs are helped by their teachers and nursery nurses to join in with most of the activities. However, because of the limited number of staff available, these children do not always receive the support they need to gain full access to the large equipment.

70. All the children in the Foundation Stage have access to an excellent range of good quality, stimulating resources, including different modelling making and collage materials, to develop their fine motor skills.

CREATIVE DEVELOPMENT

Provision for creative development is **very good**.

Main strengths and weaknesses

- There is very good provision for imaginative play throughout the Foundation Stage and staff plan exciting activities which stimulate children's speaking, listening and thinking.
- Art and craft activities are well planned and resources are imaginatively presented in an organised way.

Commentary

71. Teaching in this area is very good and results in good achievement. Most children are on track to meet the Early Learning Goals. Creative activities are available to children during free choice times and are very well used. Children are shown how to use the wide range of resources, which include paint, charcoal, pencils, collage, printing, malleable products and different tools. The imaginative play areas include 'The Cave' where torches are needed, very attractive kitchen areas with imaginative food being prepared for the festivals of Diwali and Eid, as well as dressing up areas for children to role play together.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- A strong focus on spoken language in lessons helps all pupils develop their confidence and fluency in English. This in turn helps their reading and writing skills.
- Pupils do not get enough opportunities to use information and communication technology to help them in English lessons.
- Assessment procedures are good and help teachers prepare suitable work to match pupils' capabilities.
- Pupils who begin school with limited English make especially good progress because of the very effective support provided by additional adults.

Commentary

72. Standards vary considerably from year to year because of the very high number of pupils who transfer into the school each year with limited English skills. It is therefore impossible to judge any trends or make comparisons with previous years.

73. Standards achieved by pupils in Year 2 were well below those expected for their age in the 2004 national tests. However, achievement was good, because about a fifth of the pupils had started school only months before the tests and were in the early stages of learning English. Those who had been at Beaconsfield for more than a year did well, especially in reading. A good number reached the high Level 3, a remarkable achievement considering their early stages of English language acquisition.

74. Standards in the 2004 national tests for Year 6 pupils were below average but again, this masked their overall achievement, which was better than pupils in similar schools. Almost a quarter of the pupils reached the higher Level 5 in the tests. This represents very good achievement for these pupils.

75. Currently, pupils continue to achieve well throughout the school. The present pupils in Year 2 are doing very well and are on track to reach broadly average standards for their age by the end of the year. Standards in Year 6 are likely to be lower in 2005 than in 2004. The pupils in Year 6 represent a wide range of capabilities and are at very different stages of English language acquisition. However, their achievement is good.

76. Virtually all the pupils speak English as an additional language. The school caters very well for these pupils and, as a result, they all achieve well. Teachers throughout the school focus heavily on the development of pupils' speaking skills in all lessons. New vocabulary is introduced systematically and is usually identified on teachers' plans. Teachers give the pupils plenty of opportunities to use new language in discussion with one another, in question and answer sessions and in their written work. This is the main strength of the teaching throughout the school.

77. Teachers and other adults support pupils who are at the early stages of learning English very effectively. These pupils often take part in the main teaching session where support staff explain new concepts and encourage them to take part in discussion. When groups disperse to carry out independent or group work, support teachers and assistants usually focus on these pupils. They involve them in more discussion and question and answer sessions, to give pupils the chance to really become confident with using the new vocabulary and to improve their fluency. Written activities are geared well to these pupils' needs and this further consolidates their learning.

78. The quality of teaching and learning in English is good overall, but it is very good in Years 1, 2 and 3. Pupils in these classes achieve very well because of this high quality support. Teachers in Years 1, 2 and 3 expect a lot of the pupils. In a good Year 1 lesson for example, even the pupils in the lowest attaining group were expected to read the story so they could fill in the missing words in a passage. All the pupils in this lesson responded well to the interesting activities organised for them. They quickly settled to their tasks, concentrated well and worked hard.

79. Pupils' progress is tracked carefully and teachers can therefore plan appropriate activities to meet the different needs of pupils. This happens throughout the school. In Year 3 for example, three different levels of work were planned by the teacher in a lesson about the difference between fact and opinion. The brightest pupils were challenged by the work and the other pupils were supported appropriately so that all made very good progress.

80. Many opportunities are missed to allow pupils to use ICT skills during English lessons. Although many teachers use interactive whiteboards as teaching aids, few encourage pupils to use them to engage their interest and promote their understanding of ICT. Teachers do not routinely plan the use of ICT into their lessons. Computers often sit idle in classes instead of being used by the pupils during independent or group work.

81. Pupils are generally well motivated and keen to do their best. These positive attitudes help them get the most out of English lessons.

82. English is well led and managed. There are clear systems to ensure that pupils' achievements are tracked carefully and any weaknesses identified and met effectively. Rigorous monitoring systems ensure that there is a firm focus on standards and improving the quality of provision. Consequently, the school provides well for pupils at different stages of language acquisition and of different capabilities.

Language and literacy across the curriculum

83. Pupils have many good opportunities to practise their literacy skills in other subjects. Work books show reports of science experiments, accounts of historical events and reflections about aspects of their religious studies. Teachers encourage the pupils to write freely and this gives them good practice in writing. In a few instances teachers use too many worksheets, which hinders certain aspects of pupils' literacy development, such as handwriting.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- The quality of teaching is good so pupils achieve well.
- The subject is well led and managed and assessment procedures are effective.
- Pupils have good attitudes to their work.
- Appropriate links with other subjects are not always identified and planned.

Commentary

84. The standards attained in the 2004 tests taken by Year 2 and Year 6 pupils were in line with those in similar schools but they were well below those expected nationally. Pupils currently in Year 2 are working at much higher levels. They are on track to meet nationally expected levels by the end of the year. Pupils currently in Year 6 look likely to achieve similar levels to last year, although fewer will attain the higher Level 5. Considering the high numbers of new pupils who begin school in older classes, this still represents good achievement. A well organised curriculum, securely based on the National Numeracy Strategy, and good quality teaching are the main factors in the pupils' successes in mathematics.

85. Pupils' good achievement is a direct result of the good teaching they receive as they move through the school. Teachers have high expectations of their pupils and set work designed to challenge pupils of all capabilities. They create a positive working environment and insist on high standards of work at all times. This results in pupils learning at a good rate. This was clearly seen in a very good Year 3 lesson about division. The teacher's very good management skills and the excellent relationships forged in the class led to all pupils working diligently. By the end of the lesson, all were able to divide successfully by grouping. Teachers place a great deal of emphasis on correct mathematical vocabulary. It is constantly stressed and reinforced and pupils are encouraged to use it in their productive discussions with talk partners. It is often prominently displayed for the pupils to see throughout the lesson. This helps all the pupils but especially those for whom English is an additional language.

86. The subject is well led and managed and areas for improvement are clearly identified. Teaching and learning are monitored carefully to highlight aspects for further development. Teachers' planning is checked regularly to ensure that the subject is taught to the correct depth. Good quality resources have been introduced to support teaching. The annual mathematics evening for parents and carers is well attended and raises the profile of the subject. The good procedures for assessing pupils, tracking their progress and setting appropriate targets are also proving effective in raising levels of achievement. The data collected is used to identify any groups or individuals who are not making fast enough progress, so that they can be given additional support. The results of national and other tests are also carefully analysed to highlight any areas of strength or concern.

87. The vast majority of pupils thoroughly enjoy their lessons. They are eager learners and proud of their many achievements. They successfully complete work assignments at school and those set as homework. In the most successful lessons, where the teachers have good pupil management skills, behaviour is very good and leads to a calm and peaceful working atmosphere in which all pupils can flourish and produce good quality work.

88. There has been a good improvement in mathematics since the last inspection. The quality of teaching has improved and standards in Year 6 have risen. At the time of the last inspection standards were well below those found in similar schools. They are now in line.

Mathematics across the curriculum

89. The pupils' skills in mathematics are sometimes used in other subjects but their inclusion is not always planned and happens by chance. When such links are made they prove useful, making learning more relevant and helping pupils reinforce their skills and understanding in mathematics. For example, pupils measure in science lessons and use coordinates in map work in geography.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Teachers' planning, assessment and tracking systems are well structured and cater for pupils' learning needs and ability levels.
- The good teaching in Years 1 and 2 results in pupils achieving well but more could be expected from higher attaining pupils.
- Information and communication technology is not used enough in science.
- The leadership of the subject is very good.

Commentary

90. Since the previous inspection the school has made good progress in improving standards in science throughout the school. All pupils, including those with special educational needs and those with English as an additional language, achieve well. Support for pupils with English as an additional language is very good and results in these pupils achieving well throughout the school. Some of the brightest pupils in Years 1 and 2 could reach even higher standards.

91. Standards reached by Year 6 pupils in the 2004 national tests were well below the national average but were in line with those reached in similar schools. Teacher assessments of pupils in Year 2 in 2004 showed pupils to be working at very low levels, in the lowest five per cent in the country. Even when compared with similar schools, standards in Year 2 were well below average.

92. The pupils currently in Year 6 are on track to reach similar standards at the end of the year. Although standards will still be well below average, they reflect the capabilities of the particular pupils this year and the fact that many have not attended the school until relatively recently. Standards in Year 2 are likely to be in line with national expectations by the end of this year, reflecting very good achievement amongst this group of pupils.

93. The quality of teaching is good. This shows significant improvement since the last inspection when teaching was sound but inconsistent overall. Teachers demonstrate good subject knowledge and share their ideas and resources effectively. The impressive new science room, with the latest up-to-date resources, is very well used and attractively presented. Pupils in Years 1 and 2 show good attitudes to science. They are attentive, co-operate effectively during shared tasks, discuss their results confidently with their 'Talk Partners', and are thoroughly engaged in their learning. However, teachers do not use information communication technology confidently or consistently in their science lessons. Many opportunities are missed to show pupils the value of ICT in their science investigations and methods of reporting. In a few older classes, teachers do not manage pupils' behaviour well enough to ensure that lessons proceed smoothly and without interruption.

94. The subject is very well led. Good quality teaching is supported by the impressive planning, assessment and tracking systems that have been implemented throughout the school since the previous inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards in Year 2 are below those expected nationally. In Year 6 they are well below expected levels.
- Resources, although satisfactory, are underused.
- Pupils have good attitudes to the subject.
- The subject has not been well led and managed.
- There is insufficient use of ICT in other subjects.

Commentary

95. At the time of the last inspection the provision was judged to be satisfactory. Pupils were reaching standards as expected for their age. The school has not kept pace with developments in the subject since then and only recently has action been taken to improve the provision to meet these greater demands. The standards attained by pupils at the end of Year 6 are now well below those found nationally. Some aspects of the subject are only taught superficially and pupils have large gaps in their knowledge and understanding. Pupils have little knowledge or understanding of aspects of the curriculum such as control technology, using sensors and the use of other ICT

devices such as digital cameras and scanners. Only in word processing are the pupils' knowledge and skills at an acceptable level, but even then their keyboard skills are weak and inputting text can take far too long.

96. Only one lesson was timetabled during the inspection so it is impossible to judge the overall current quality of teaching. As standards are low then it is obvious that pupils have not been taught to an acceptable standard. The quality of teaching has therefore been unsatisfactory. A few groups of pupils were seen using the computers with classroom assistants during the inspection. These pupils were learning new skills and their learning was satisfactory because they were supported by an assistant with a good understanding of ICT. The new school curriculum map includes all the elements necessary for pupils to reach the expected standard in their work. The school improvement plan appropriately identifies the further training of some teachers as a priority if the standards are to be improved.

97. At present the computer room is underused. It is equipped with sufficient computers for a whole class to work in pairs during a lesson. Classes, however, use it infrequently and not always for whole-class lessons. All classrooms now have an interactive whiteboard that is used by teachers in their teaching of all subjects. The computer room does not have one so it is difficult to show pupils the next steps in their learning without having to return to the classroom. The computers in many classrooms are also underused and remain idle for most of the school day. Very rarely do classes use the computer room for lessons in literacy or numeracy.

98. Pupils thoroughly enjoy the limited opportunities they have for ICT work. Throughout the school, pupils have a good attitude to their learning and work well together. They often give each other good support when difficulties are encountered. Pupils in Year 6 are very positive about their work and are fully aware of the aspects of ICT they would like to learn more about to improve their skills.

99. The leadership and management of ICT are unsatisfactory. Developments in the subject have been very slow and it is only recently that any real improvements have been made. The old computers were unreliable and rarely used so pupils were not learning at an acceptable rate. Some teachers' own skills are weak and they are not confident in teaching the subject. Assessment procedures are not applied consistently enough to monitor pupils' progress successfully as they move through the school.

Information and communication technology across the curriculum

100. Although ICT is used on occasions to support work in other subjects there is still much scope for improvement. Most of the work is linked to English and writing text. The Internet is used occasionally for research in subjects such as science. In mathematics the pupils use calculators and create spreadsheets on the computer using formulae to enter the data. Pupils occasionally use the classroom computers and the interactive whiteboards in mathematics lessons to improve their skills in the aspect they are studying such as addition in Year 1.

HUMANITIES

101. In humanities, work was sampled in **history** and **geography**. Two lessons were seen in history but no lessons were observed in geography. It is not therefore possible to form an overall judgement about provision in either subject.

102. Pupils clearly enjoy their work in **history**. Their work books reveal that pupils not only understand historical facts but also empathise with those affected by historical events. Chronological events are helpfully recorded in time lines in most classes, enabling pupils to appreciate the relationships between different historical events. Pupils in Year 5 showed enthusiasm and interest in their lesson on John Lennon and the 1950s. Year 3 pupils had purposeful, animated group discussions about the reasons for the Roman invasion and later settlement in Britain. The pupils used primary sources from Tacitus and Dio Cassius and showed their ability to take responsibility for their own learning and demonstrated respectful attitudes to

each other's points of view. Pupils with English as an additional language were well supported by a bilingual teaching assistant. Work in books shows that pupils cover a broad range of historical study, including the Tudors, the Romans, the Great Fire of London, the lives of famous people, and local historic buildings.

103. Work in the pupils' folders shows that **geography** is covered appropriately over the school year and helps pupils to build on key skills. Displays around the school include maps of their journeys to school as well as UK and world maps. Pupils are keen to show their own countries of origin, as in a Year 1 lesson where they enthusiastically pointed out Brazil, India and the USA on a world map.

Religious education

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

Main strengths and weaknesses

- Pupils receive a very firm grounding in a wide range of faiths and religious practices.
- Teachers take every opportunity to encourage pupils to reflect about different religious beliefs.
- There is a good focus on language development in lessons.

Commentary

104. There is a heavy focus on developing pupils' understanding about and respect for different religious beliefs. This is very appropriate, considering the circumstances of the school and its place in the community. As a result, pupils have an extensive knowledge about many different religions and, more importantly, are able to make comparisons between them and reflect personally about their meaning. Standards are above those expected of pupils in Years 2 and 6. Pupils throughout the school achieve very well. This shows very good improvement since the last inspection.

105. Most pupils come to school with a very clear understanding of their own religious backgrounds and practices. This is used very effectively as a teaching resource. Teachers often ask pupils to share information about their own faiths, for example, why and how they pray, and other conventions of worship. 'Who is a Christian? Who is a Muslim?' asked a Year 2 teacher in a lesson about 'The Good Samaritan'. Pupils were confident to share this information and to engage in lively discussion about why it is important to help their neighbour. 'It doesn't matter what religion you are,' remarked one pupil, 'you can still help anybody who is in trouble.'

106. The quality of teaching is very good overall. Teachers have high expectations of the levels of knowledge and understanding that pupils can achieve. They often press pupils to consider quite complex questions. Pupils respond with enthusiasm. They think carefully and offer sensitive and innovative responses. 'Why do you think Jesus told stories rather than just tell them what to do?' asked the teacher of her young Year 2 pupils. Back came the response, 'Because Jesus wasn't a show-off.'

107. Teachers often expect pupils to write at length about what they have learned in religious education lessons and this gives them good opportunities to develop their literacy skills. Some good work in pupils' books in Year 4 showed them writing postcards to their friends telling them of the importance of Christmas to Christians.

108. Language development has a high priority in lessons. Not only do teachers provide many opportunities for discussion, but they also identify key vocabulary which they expect the pupils to use. Often the new words are displayed for pupils to see. Good reference is made to these in follow up language development sessions, led by teaching assistants, so that pupils really get a chance to understand and use the new vocabulary.

109. The school follows a well-organised and comprehensive plan, which ensures that pupils are introduced to all the various aspects of the subject as they become older. Plans tie in very effectively with religious festivals and events which are celebrated with enthusiasm at different times of the year. The subject is very well led and managed. Clear assessment procedures track pupils' developing knowledge and understanding. The information generated is used well to inform pupils' end of year assessments and reports to parents.

110. The high profile of the subject throughout the school is important in maintaining pupils' interest and encouraging high levels of respect for one another. In every corridor, in the hall and in most classrooms, lively displays stimulate discussion and personal reflection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

111. Three lessons were observed in design and technology, one in music and one in physical education during the inspection. No lessons were seen in art and design. Pupils were heard singing in assembly and a video of various concerts watched. Work on display around the school was also scrutinised. A visiting dance specialist was seen and teachers' plans in all subjects were examined.

112. **Design and technology** and **art and design** are covered satisfactorily as pupils move through the school. Photographs of pupils' work and lesson observations show them learning the early skills of designing and making when they think about ingredients for a fruit salad in Year 1. These skills are built upon appropriately as they become older. In Year 5 for example, they design their own moving toys and build them with a range of different materials. In art and design, pupils' pictures and paintings on display show that they learn to use a wide range of media confidently. Some particularly good work in Year 3 shows sensitive representations of mothers and children, drawn using charcoal. An after school art club allows pupils to develop their individual skills. They describe their designs enthusiastically, and take great care over their work. The club provides very good opportunities for pupils to work together and to develop their confidence and fluency in English.

113. Evidence shows that all aspects of **music** are taught to pupils throughout the school. All of the teaching is by the class teachers who follow a useful scheme of work. Pupils always listen to music as they come in to assemblies but are not always told about the piece, the composer and the instruments being played. They sing reasonably tunefully in assemblies and in concerts and productions. Year 6 pupils sang very well in their production of 'Toby's Ark'. As a useful addition to the provision, tuition in violin and cello is available. These pupils learn to play using standard notation and reach a good standard of performance. They enjoy performing to an audience such as in the recent prize giving when they played for the Mayor and Mayoress of Southall.

114. School plans show that **physical education** is taught to all classes in the school and all aspects are covered, including athletics. The one lesson seen was a good Year 1 dance lesson. The pupils were kept active throughout and enjoyed matching their movements to the African drum rhythm being played. Pupils learn to swim in Year 4 and many are able to swim 25 metres confidently. A specialist Indian dance instructor runs a lunchtime club for pupils from Year 1 to Year 5. They often perform with enjoyment and skill at festivals and events such as International Evening and prize giving. Pupils are also able to take part in competitive football matches against other local schools. To add to the provision there is also a gymnastics club and cricket coaching in the summer. The school holds an annual sports day that is well attended by parents and carers.

PERSONAL, SOCIAL AND HEALTH EDUCATION

115. Provision in personal, social and health education is **good**. Much is covered through the religious education programme and science lessons. Pupils learn to value one another's ideas and opinions. They show high levels of respect for different religious beliefs. The school is very conscious about persuading the pupils to eat healthily, and provides fruit for younger pupils at morning break.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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