

# INSPECTION REPORT

## **SOUTHFIELD PRIMARY SCHOOL**

Bedford Park

LEA area: Ealing

Unique reference number: 101890

Headteacher: Ms Von Smith

Lead inspector: Keith Sadler

Dates of inspection: 2 - 4 November 2004

Inspection number: 267700

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:	394
School address:	Southfield Road Bedford Park London
Postcode:	W4 1BD
Telephone number:	020 8994 6173
Fax number:	020 8742 3569
Appropriate authority:	Governing body
Name of chair of governors:	Mr Andrew Bickley
Date of previous inspection:	14 June 1999

## **CHARACTERISTICS OF THE SCHOOL**

Southfield is a large urban primary school. There are 394 pupils on roll. The school is located in Bedford Park, which is a residential area of Ealing in west London. It has part-time nursery provision for 50 children. Pupils come from a wide range of socio-economic and ethnic backgrounds. A significant minority of pupils come from affluent homes and a smaller number from households that are disadvantaged economically. The percentage of pupils known to be eligible for free school meals is broadly in line with the nationally average. The percentage of pupils whose first language is not English - 31 per cent - is very high. Although the full range of ability is represented in the school's intake, generally children's attainment on entry to the school is below that found nationally. The percentage of pupils on the school's register of special educational needs is below average. The percentage of pupils who have a statement of special educational needs is above the national average.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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32414	Michele Messaoudi	Team inspector	Art and design French Geography History Music English as an additional language
23588	Charanjit Ajitsingh	Team inspector	English Foundation Stage Special educational needs
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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Southfield has gone through a turbulent past three years. Its **effectiveness is satisfactory** and it provides **satisfactory value for money**. The new headteacher has made an outstanding start and is already providing very good leadership. She has brought considerable rigour to the work of the school and the staff have responded very positively to her sharply focussed leadership. The quality of teaching is good. This helps the pupils to learn and achieve well. There is a good ethos for learning, pupils enjoy going to school and their attitudes and behaviour are good.

The school's main strengths and weaknesses are:

- The recently appointed headteacher provides leadership and management of high quality so that staff and governors are dealing with important issues systematically and positively.
- Standards for seven-year-olds in national tests are below average in comparison with similar schools and are particularly low in writing.
- Standards in information and communication technology (ICT) are below the national expectation and ICT is not used enough to support pupils' learning in other subjects.
- The pupils enjoy school. Their attitudes, behaviour and personal development are good.
- There is a need to develop a clear map of the school's curriculum.
- The quality of teaching and learning is good.
- Subject leadership is underdeveloped.
- The arrangements for the care, guidance and support of the pupils are good and the school makes sure that all pupils are included in activities.
- Partnership with parents is good and parents are very satisfied with the school.
- There is a need to extend pupils' literacy skills across the whole curriculum.

The school has shown good improvement in the areas identified as weaknesses in the last inspection. However, standards have declined since the 1999 inspection. There has been unsatisfactory progress in improving the school's monitoring as a tool for guiding and improving performance. The quality of teaching is now good throughout the school, and is particularly good in Years 3 to 6 where there had been particular weaknesses. Lesson planning is good and a strength of the school. Assessment has improved and many teachers use assessments well to inform their future plans. The school's improvement plan is now good. Standards in music and religious education have improved. Standards in ICT are below average and remain a weakness.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	C	D	E	E
mathematics	E	C	C	B
science	E	E	C	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 achieve well.** There is a wide range of attainment on entry, but overall, children's attainment is below average when they start school. They progress well, particularly in the area of personal, social and emotional development in the nursery and reception year, with most children attaining the expected goals in all areas of learning. Achievement is good in Years 1 and 2.

Although results in the 2004 national tests for pupils in Year 2 were generally below average in comparison with similar schools, inspection findings are that pupils are currently working within nationally expected levels in reading and mathematics. In writing, standards remain below average. Pupils continue to make good progress and achieve well in Years 3 to 6. The school's performance in comparison with similar schools in the 2004 national tests for pupils in Year 6 was well below average in English, above average in mathematics and average in science. Currently, standards are broadly in line with national expectations in all subjects other than ICT and writing, where standards are below expectations.

**Pupils' personal qualities and spiritual, moral, social and cultural development are good.** Their attitudes to learning and to each other are good, their behaviour is good and they enjoy school and learning. The school places an emphasis on nurturing the pupils' confidence and self-esteem. Attendance is above the national average.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good.** The **quality of teaching** and learning is good. About two thirds of lessons seen were good or better. Pupils learn well because teachers provide activities that are well planned and pitched at just the right level for most pupils. The teaching of literacy and numeracy is good. Staff create an effective climate for learning in which all pupils, whatever their abilities are helped to feel included. The curriculum is satisfactory and there is a good range of enrichment opportunities, including extra-curricular activities visits and visitors. These factors make a good contribution to the pupils' learning, particularly in the arts. Learning support staff make a good contribution to the educational provision. The school is caring and the pupils are looked after very well. Pupils' education is aided by the good links that the school has with the parents and local community.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good** overall, though there are weaknesses in the management of subjects. School self-evaluation has been weak, but the headteacher has taken a firm grasp of the school's situation and is driving improvements forward with rigour. She has made an outstanding start to her work in the school and has already had a very positive impact. Governance is good. In particular, the chair of governors is very skilled and committed. Subject leadership is satisfactory, though the existing arrangements for co-ordinators to monitor and evaluate their subjects are unsatisfactory. The school ensures that all pupils are included in both curricular and extra-curricular activities. Financial management is now secure and the school runs smoothly. Statutory requirements are fully met.

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

Parents are very satisfied with the school and have positive views. In particular, they say that their children love attending the school and they make good progress. They also think that the teaching is good. Pupils are proud of their school, enjoy learning and they feel secure and happy.

## **IMPROVEMENTS NEEDED**

- Raise standards in English throughout the school, particularly in writing and mathematics at the end of Year 2.
- Strengthen provision and raise standards in ICT throughout the school, and ensure that ICT is used across the curriculum.
- Improve subject leadership and management, and, in particular, ensure that co-ordinators' roles for monitoring and evaluating the quality of provision in their area or subject is strengthened.
- Develop a whole-school curriculum map that establishes progression in learning for all pupils.
- Improve the use of literacy, particularly writing, across the curriculum.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

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

In comparison with similar schools, standards have been well below the national average in tests at Year 2 for the past two years. Test results at the end of Year 6 show standards need strengthening, particularly in writing. Inspection findings are that standards have improved and pupils achieve well throughout the school.

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

- In the national tests at the end of Year 6, standards in English, particularly in writing, were too low.
- Standards in tests at the end of Year 2 in reading, writing and mathematics were below the national average in comparison with similar schools.
- Inspection findings are that there are indications that standards, throughout the school, have improved since the arrival of the new headteacher.
- Standards in ICT are below average.
- As a result of good teaching, pupils are currently achieving well throughout the school.

#### **Commentary**

1. In national tests, at the end of Year 2 and Year 6, there has been a decline in standards since the last inspection. In comparison with all schools nationally, standards attained in the 2004 tests at the end of Year 2 were well below average in reading, writing and mathematics. In comparison with similar schools standards were below average. At the end of Year 6, in comparison with all schools nationally, results in the 2004 were well below average in English, though standards were in line with the national average in mathematics and science. In comparison with similar schools, standards in Year 6 are steadily improving. Standards were average in English, above average in science and well above average in mathematics. Since the arrival of the new headteacher, there has been a sharp focus on raising attainment and there are indications that this robust, appropriate and rigorous approach is already raising standards in lessons.
2. Currently, pupils in Years 2 and 6 are working at levels that are within national expectations and, as a result, it is likely that overall standards in tests will show a marked improvement at the end of the current school year.
3. The full range of abilities is present in children who enter the nursery, with some children being skilled in and having well developed abilities in communication, language and literacy and mathematical development. However, overall, their attainment on entry is generally below average. As a result of the good teaching in both the nursery and the reception years, children achieve well, and by the time they enter Year 1 most children are on course to achieve the early learning goals in all six areas of learning.
4. Pupils' achievement continues to be good in Years 1 and 2, although test results in recent years show that standards in Year 2 were well below average. Inspection findings are that pupils currently in Year 2 are meeting national expectations and are working at levels that are at least average.
5. In Years 3 to 6, pupils continue to make good progress and they achieve well. Inspection findings are that standards are close to the national expectations in Year 6 in reading and speaking and listening, though attainment in writing remains below the national expectation.

In almost all other subjects, standards are in line with expectations. This improvement is due to the rigorous and focussed priority that has been placed on raising standards since the arrival of the new headteacher. She has ensured that teachers' planning that is linked to raising expectations of pupils' achievements, has led to more sharply focussed teaching and learning. In ICT standards are below expectations. This is because teachers do not make enough use of ICT across the curriculum and until recently there have been too many gaps in the ICT curriculum. This has led to pupils in Year 6 being limited in ICT skills, particularly in the areas of control and modelling.

6. Pupils with special educational needs make good progress and achieve well in relation to their prior learning. Pupils achieve well because teachers and support staff know about their backgrounds and individual needs and create a strong learning ethos in which pupils thrive.
7. Because all pupils are well supported by the inclusive ethos of the school, relationships are good, diversity is celebrated and there is no difference between the achievement of pupils from the many different heritage backgrounds. The 12 pupils who are at an early stage of learning English as an additional language make good progress because they receive specialist support to cope with the demands of the curriculum in an inclusive learning environment.

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

Standards in:	School results	National results
English	25.7 (25.7)	26.9 (26.8)
mathematics	27.5 (26.6)	27.0 (26.8)
science	28.6 (26.9)	28.6 (28.6)

*There were 46 pupils in the year group. Figures in brackets are for the previous year.*

### ***Standards in national tests at the end of Year 2 – average point scores in 2003***

Standards in:	School results	National results
reading	13.9 (14.1)	15.8 (15.7)
writing	13.0 (13.0)	14.6 (14.6)
mathematics	15.1 (15.2)	16.3 (16.3)

*There were 48 pupils in the year group. Figures in brackets are for the previous year.*

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

Pupils' attitudes and behaviour are good. Attendance and punctuality are good. Pupils' spiritual, moral, social and cultural development is good.

### **Main strength and weaknesses**

- Pupils enjoy coming to school and participate fully in many activities and clubs.
- Relationships between pupils and between pupils and staff are good.
- Pupils' behaviour is good overall but not as positive in lessons which lack rigour and challenge.
- Pupils in the Foundation Stage display positive attitudes to learning, and their behaviour is good.
- The school makes good provision for pupils' personal development.

### **Commentary**

8. Good provision in the nursery and reception years provides a secure foundation for children's personal development. From an early age children display positive attitudes and good behaviour and they form good relationships both with each other and with adults. These positive traits continue to be promoted through the whole school. Children's awareness of others and of their own capabilities is well nurtured through careful observation, planned routines and activities and the many formal and informal opportunities provided by the teachers.
9. Behaviour of pupils in and around the school and at playtimes is good. Parents are confident that any minor incidents of unacceptable behaviour are dealt with quickly with care and sensitivity. An improved playground environment helps to promote positive behaviour and encourages good relationships through opportunities to share and play together. Playground buddies perform a useful role by befriending pupils who have no one to play with. Teachers expect good behaviour in lessons. When lessons are engaging, pupils' behaviour and attitudes are good. Pupils listen carefully, follow instructions well and are quick to settle to tasks. They work well individually and in pairs, especially when supervised by an adult. All of this has positive impact on pupils' learning and achievement. Many parents and pupils share inspectors' views that there is no major concern relating to bullying or harassment. There were two fixed-term exclusions last year. The school is effective in dealing with minor incidents of unacceptable behaviour.

## Exclusions

### *Ethnic background of pupils*

### *Exclusions in the last school year: 2002-2003*

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	162	0	0
White – any other White background	26	0	0
Mixed – White and Black Caribbean	3	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	4	2	0
Mixed – any other mixed background	15	0	0
Asian or Asian British – Indian	3	0	0
Asian or Asian British – Pakistani	16	0	0
Black or Black British – Caribbean	25	0	0
Black or Black British – African	31	0	0
Black or Black British – any other Black background	10	0	0
Any other ethnic group	23	0	0

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

10. Pupils are respectful and courteous to their teachers and other adults in the school. Relationships between boys and girls and between pupils and teachers and other adults in the

school are good and this helps to promote the inclusive and caring ethos of the school. Pupils are positive about their experience in school. They respond well to their teachers' encouragement and are very pleased when they receive rewards for positive attitudes, good behaviour and constructive efforts. Less successful lunchtime supervisors do not make positive efforts to make lunchtimes enjoyable for pupils. Training courses for these staff in behaviour management and in organising games are planned.

11. Daily assemblies form an important part of the school's promotion of pupils' spiritual, moral, social and cultural development. They aspire to build on pupils' self-knowledge and spiritual awareness and are based on a range of experiences that enable pupils to reflect on their role in the school community and on their personal development. The school gives high priority to pupils' moral and social development. This is promoted effectively through assemblies, circle time, a school council, charity fundraising events and short residential projects. Such perceptions enable pupils to think for themselves, to distinguish between right and wrong, and to develop an understanding of citizenship and their responsibility to the school community. The school promotes pupils' cultural development equally well. There is a strong focus on reflecting the cultural diversity represented in the school and the opportunities it offers for learning more about different ways of life. This is encouraged in different subjects; for example, in religious education, English and history. It is also encouraged through visits and visitors.
12. Current attendance is above the national average and promoted by very good procedures. Any requests for holidays during term time have to be made formally. Administrative staff check on all unexplained first-day absences. Procedures used to monitor punctuality are good. Most pupils arrive on time in the morning. Most parents support the school and do their best to make sure that children attend regularly and on time.

## Attendance

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

Authorised absence		Unauthorised absence	
School data	7.5	School data	0.4
National data	5.4	National data	0.4

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. The quality of teaching and learning is good throughout the school. The curriculum is satisfactory and meets statutory requirements. Care, guidance and support of pupils are good and a strength of the school. Partnership with parents and the local community is good and with other schools it is satisfactory.

### Teaching and learning

The quality of teaching and learning is good. Assessment is generally well used by staff.

### Main strengths and weaknesses

- The quality of teaching was good or better in about two thirds of lessons observed.
- There have been good improvements in the quality of teaching, and the weaknesses noted in the previous inspection, particularly in the teaching of literacy, have been addressed.
- Teachers plan lessons well.

- There are some inconsistencies in the quality of teaching and learning between lessons taught in parallel year groups.

### **Commentary**

13. The quality of teaching and learning throughout the school is good. This is a substantial improvement since the previous inspection when teaching was found to be satisfactory and there were particular weaknesses in the teaching of literacy in Years 3 to 6. These weaknesses have been addressed, particularly in the areas of lesson planning and the use of assessments to focus teaching. In some classes, particularly in Years 3 to 6, this is now a particular strength.

## Summary of teaching observed during the inspection in 46 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	13 (28%)	17 (37%)	14 (30%)	2 (4%)	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.*

14. The majority of the teaching in the Foundation Stage is good. Teachers and classroom assistants and nursery nurses work closely together to provide a positive and inclusive ethos which helps the children to gain confidence and raise their self-esteem. Recent improvements in teachers' planning have brought benefits. Teachers' planning is now good and invariably ensures that tasks set are pitched at the right level and make good links between different areas of learning. Teachers are particularly adept at ensuring that the children's personal, social and emotional development is enhanced in most areas of learning. In addition, teachers' planning provides for a good balance between child-initiated and adult-led activities. This results in the children having to take responsibility for their learning and develops their independence. It also means that staff are able to work for extended periods with small groups of children without constant interruption. This enhances learning and supports the children's achievement.
15. There have been improvements in the quality of teaching and learning in Years 1 and 2. Over half the lessons seen were good or better. Here too, staff invariably plan lessons well. There are clear objectives which are shared well with pupils and checked in good quality plenary sessions at the end of most lessons.
16. At the time of the last inspection, there were significant criticisms about aspects of teaching and learning in Years 3 to 6. There has been good improvement. All the weaknesses have now been removed. Teachers plan lessons very well using a consistent approach that invariably ensures that the work is set at a challenging level, with clear lesson objectives and generally good behaviour management. The particular weaknesses in planning in English, mathematics and science noted in the last report have been addressed and plans provide good detail both in terms of clarity of purpose and activities set. A number of teachers question pupils very effectively; they demand extended answers through probing pupils' understanding of target objectives. In response to the pupils' answers, adjustments are made to teaching. This helps to maintain pupils' interest and enhances their learning.
17. However, there are some inconsistencies in teaching and learning. Teachers throughout the school plan their lessons in year group pairs. This is good practice. It helps teachers to ensure that all pupils gain equal access to the learning opportunities and it ensures that teachers discuss learning together. Even still, there are marked differences in the quality of learning in some classes in parallel year groups. As a result of higher quality teaching in some classes, these pupils' learning moves forward more swiftly than others. There are good plans in place to ensure that these inconsistencies are removed.
18. The quality of teaching and learning of pupils with special educational needs is good. Teaching is generally relevant to these pupils' learning, and emotional and social needs. The special needs teacher and learning support assistants have a good understanding of special needs, which enables pupils to build on their earlier learning, acquire new knowledge and deepen understanding. Teachers and support staff make use of training provided by the local education authority to improve their skills and to improve pupils' learning. They know their pupils well and have good relationships with them; they provide good support for them in and out of class. They provide effective challenge coupled with good expectations of behaviour and standards of work. Teachers assess pupils' understanding on entry and they write individual education plans for them, which they regularly review.

19. The teaching and learning of pupils with English as an additional language are good. Teachers are aware of the needs of these pupils and they are integrated very well into mainstream classes. In addition, the small-group teaching of pupils who are at an early stage of English language acquisition is also good. The specialist teacher is skilled and helps these pupils to feel included and to achieve well.

### **The curriculum**

The school provides a sound curriculum. The curriculum provision for children in the Foundation Stage has improved recently. Curriculum enrichment, particularly extra-curricular activities, is good.

### **Main strengths and weaknesses**

- There is a need to develop a whole-school curriculum map.
- There have been good improvements in the curriculum, particularly in teachers' short term planning, since the last inspection.
- The curriculum provision for pupils with special educational needs and those at an early stage of English language acquisition is good.
- There are weaknesses in the curriculum for ICT.
- There are too few planned opportunities to develop pupils' literacy skills across the curriculum.

### **Commentary**

20. The school provides a sound curriculum. It has improved significantly since the last inspection. The curriculum is broad and generally balanced. However, there is a weakness in that a whole-school curriculum map needs to be developed in order to ensure that there is continuity and progression in the curriculum provision across the year groups. There are too few planned opportunities for pupils to develop their literacy, mathematics and ICT skills across the whole curriculum. The school is aware of this, and there are good plans in place to address this issue.
21. A strength of the school's curricular provision is the good range of enrichment opportunities that are provided. These stem from the school's promotion of external visits and from the good range of extra-curricular activities that are provided. In addition, curricular enrichment in history, such as Black History month and Refugee Week, raises pupils' awareness of other cultures. However, more could be done to reflect the cultural diversity of the school and value the languages spoken by its pupils. Pupils of all cultural and ethnic heritages participate in extra-curricular activities.
22. The curriculum for children in the Foundation Stage has improved considerably in recent months. It is sound and meets requirements. Teachers make good links between the different areas of learning. The National Literacy and Numeracy Strategies are well established, though on occasion, too much time is allocated to some lessons, particularly in Years 3 to 6. The curriculum for science has been developed in the past year and is now good. The recent emphasis on developing the curriculum for scientific investigation is well-founded and is already having an impact on raising standards. The school is committed to inclusion and there are good arrangements in place, particularly through teachers' good quality short term planning, to ensure that all pupils have access to each curriculum area. The current level of curriculum support for pupils learning English as an additional language is good; commitment to full inclusion means that there is a minimum of withdrawal sessions. In classes, these pupils are effectively supported by classroom assistants.

23. The curriculum provision for pupils with special educational needs is good. Most pupils who have special needs have full access to the curriculum including the National Curriculum and are well integrated. Those who are withdrawn from classes receive specific support.
24. At the time of the last inspection, weaknesses were identified in the curriculum for ICT. In particular, there was an absence of work associated with control and computer modelling. There have been some improvements in the subject and all aspects are now part of the teaching programme. However, too little use is made of planning for ICT in other curriculum areas.
25. There is a good programme of work to develop pupils' personal, social and health education. The well established school council provides a good forum for pupils to develop an understanding of citizenship as well as providing pupils with a valuable opportunity to voice their opinions. Group time known as "circle time" effectively supports this aspect. The programme for sex education and relationships, and alcohol and drugs misuse, are included in this provision.
26. There is a suitable number of teaching staff, and the school has placed a particular emphasis on the number of learning support staff. These assistants bring benefit to teaching and learning. They are generally well-employed, supporting individual pupils and small groups as well as taking direct responsibility during some lessons. There has been some turnover of staff; however, a relatively high proportion of teaching staff have been at the school for many years.

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

The provision to promote pupils' care, welfare, health and safety is good and a strength of the school. The school makes good provision for advice, guidance and support for pupils based on monitoring of their academic progress and personal development. The extent to which the school encourages the involvement of pupils in its development and work is good.

### **Main strengths and weaknesses**

- The school has recently revised and updated its health and safety policy, thus establishing effective procedures for care, safety and welfare of its pupils.
- Teachers have good knowledge and understanding of their pupils' emerging strengths and weaknesses.
- The school is very conscientious about child protection.
- Support for pupils with emotional and behavioural difficulties is good.
- Induction arrangements for the Foundation Stage are good; arrangements for introducing pupils to their new classes across Years 1 to 6 each year are good.
- The school council is active in presenting issues and concerns raised by pupils to the school's senior management team.

### **Commentary**

27. In both the parents' meeting and in the pre-inspection questionnaire, parents commented that the school is a calm, harmonious and well-organised community, providing a safe, secure and caring environment for its pupils. Inspectors agree. The caring ethos has beneficial effects on pupils' achievement. The school meets the educational needs of its pupils well. This makes a positive contribution to pupils' academic progress and to attainment, as well as providing for their welfare and well-being. Staff work well as a team and are well focussed on providing care and support for pupils. They make considerable efforts to protect pupils from any harm, and promote pupils' health, safety and well-being. Teachers know their pupils well and respond readily to their needs. Child protection arrangements are good. There is also a

recently updated health and safety policy. Sufficient staff are trained in first aid and the school conducts fire drills at regular intervals. Pupils enjoy lunchtimes; a few conscientious lunchtime supervisors work effectively to make this part of the day pleasant. Good use is made of outside agencies; for example, the Ealing Unit which supports a few pupils with behavioural difficulties

28. A good rapport exists amongst pupils. The school instils a sense of fairness, justice and friendships between teachers and pupils. Staff provide good role models for pupils. They demonstrate ways of working co-operatively in classrooms and about the school, welcoming visitors and being courteous in their personal relationships. An ethos of care and consideration permeates through the whole school. Most pupils know that when the need arises, they are free to turn to any adult in the school for advice and support.
29. The school strives to include all its pupils and is largely successful. It is very effective in identifying and making the appropriate provision for pupils with learning difficulties, and for those acquiring English as an additional language. The school collaborates with outside agencies and offers a high level of support in lessons. Teaching assistants are patient and supportive, and make a positive contribution to the learning of these pupils, and to their acquisition of social skills. An inclusive commitment is shown to these pupils, who as a result are an integral part of the school community.
30. Recent developments have enabled the school to monitor academic achievements of pupils well. This has encouraged teachers to make very good provision for support, advice and guidance of pupils. Any difficulties arising from pupils' unacceptable behaviour are identified and acted upon promptly; parents are involved if necessary. The school continuously tracks achievements of pupils as they progress through the school. Pupils' attitudes, and the rigour with which they pursue their academic work, are included in yearly reports to parents.
31. The curriculum for personal, social and health education makes a strong and positive contribution to pupils' personal development. Teachers monitor these aspects informally and include comments in pupils' annual reports. The syllabus for personal, social and health education incorporates circle time for all pupils, and education about sex and the misuse of drugs for pupils in Year 6.
32. The school manages children's entry into the nursery and the reception classes and their subsequent transfer to Year 1, very well. Every effort is made to ensure a welcome and an induction for pupils entering the school at other times.
33. Pupils make a positive contribution to the work of the school and its development, through the school council. The school diligently considers pupils' suggestions and sometimes implements them; for example, the recent recommendation for the improvement of the school playgrounds and use of new equipment and games at break times. This gives pupils the opportunity to work collaboratively with others as well as to extend their understanding of other points of view and raise their self-esteem and self-confidence.

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

The effectiveness of the school's links with parents has improved considerably with the arrival of the new headteacher and is now good. The school is successful in establishing strong and positive links with the local community. Links with other schools and colleges are satisfactory.

### **Main strengths and weaknesses**

- The school's purposeful links with parents and the community serves the pupils well.
- Parents are very positive about the school and hold it in high regard.

- The school consults and involves parents in its work and provides them with good quality information about the school community and their children's attainment and progress.
- Parents encourage their children to participate in extra-curricular activities.
- The school has established a positive rapport with the local community.
- The school makes satisfactory arrangements for its pupils to move to secondary schools.

## **Commentary**

34. The school's partnership with parents is good. Responses to the parents' questionnaire indicate a high level of support for the school. In general, parents are very pleased that the staff are approachable and have high expectations of their children. The inspection team found substantial evidence to support these positive comments.
35. Parents value the consultation meetings with teachers. Attendance at them is high and they are used to set children's targets. Most parents appreciate the fact that they can approach individual teachers, or the headteacher, and that issues or concerns are resolved promptly with care and consideration. However, a relatively high proportion of parents feel that they do not have enough information about their children's progress. Inspection findings do not support this view. The school provides at least as many opportunities for parents to find out about their children's progress as other schools do. In addition, there are opportunities for informal discussions between parents and teachers, in the playground at the end of the school day.
36. The school's administrative staff contribute well to parental partnership. They provide a cheery welcome to parents and visitors and are approachable and helpful. Parents provide practical support and help to raise funds through the Southfield Parent and Staff Association. A small number of parents help in the classroom as volunteer readers, and in the library. Others help in organising extra-curricular activities.
37. Parents receive a good range of information of a good quality - including administrative and pastoral - from the school. There are regular formal and informal meetings for parents, and attendance at these meetings is good. Detailed and comprehensive reports inform parents about their children's academic performance and personal development. Parents also receive a verbal report at parental consultations. The school provides a good topic-related curricular guide informing parents about the best way to help their children at home.
38. This term, the school organised a training workshop for parents on mathematical thinking. This helped parents to improve their skills in numeracy. There are good arrangements for involving and informing parents whose children have special educational needs. Parents are invited to review meetings; most parents choose to attend. Teachers keep parents well informed of their children's progress.
39. The school and the community work in harmony and enjoy good links. The school uses these links well to enrich the experiences of pupils. As a fully inclusive school, Southfield Primary has acquired a unique status in the community. Strong links with the local community include Year 3 pupils doing some small scale baking at the local bakery, pupils in Years 4, 5 and 6 participating in the coaching scheme run by Brentford Football Club, and local businesses providing generous donations for the school's summer fete. Such connections are growing in popularity in the local community.
40. Pupils transfer to a range of secondary schools, both locally and further afield. They are well prepared as they attend 'taster days' and induction sessions.

## **LEADERSHIP AND MANAGEMENT**

Overall, leadership and management of the school are now good, though there remain weaknesses in subject management. The new headteacher provides very good leadership. Governance of the school is good. The management of the school is satisfactory.

## **Main strengths and weaknesses**

- The headteacher provides very good leadership and is well supported by the senior management team.
- The governing body carries out its duties well.
- The leadership and management roles of subject leaders are not sufficiently well developed.

**Commentary**

41. The newly appointed interim headteacher has only worked in the school for seven weeks. She has made an outstanding start to her leadership of the school. She has had a positive and impressive effect in a number of areas and is already providing very good leadership. Building on the successful work of the deputy headteacher, in his role as acting headteacher, and the measures put in place by the previous temporary headteacher, she is providing stability and has very quickly established a clear vision for the school. The school improvement plan has been reviewed recently and is rightly focussed on the raising of standards and improving the curriculum. This is an improvement since the previous inspection. Identified priorities will form the basis of the school's revised arrangements for performance management, and will link to plans for the professional development of staff. The headteacher works very effectively to inspire and motivate staff and pupils. Staff members are clearly working together well as a team.
42. The newly appointed phase leaders, who have responsibility for two year groups, and the deputy headteacher form the senior management team, and it is already showing good leadership and management. It is effective in carrying out a pivotal role, ensuring that the school improvement plan and curricular policy are successfully implemented within particular year groups. For example, phase leaders have evaluated the success of the new marking policy by monitoring books within their phase and have provided written feedback to teachers. This provides consistency of practice within the two year groups, and throughout the school.
43. The co-ordinator for English as an additional language provides good leadership and management of this curricular area. He has the knowledge and skills to fulfil his role competently. The achievement of pupils learning English as an additional language is a current focus for school improvement. The co-ordinator plans to assess the success of recent staff training by monitoring the teaching and learning of pupils learning English as an additional language in the spring term.
44. The leadership and management of special educational needs are good. Statutory requirements are in place. Teaching support staff are suitably deployed to teach where the need is greatest. The record of pupils who are provided with special needs support is updated regularly. Teachers undertake regular reviews of pupils' progress and these help these pupils to be integrated into the mainstream school.
45. The leadership and management of other key staff are not fully developed. Many subject leaders are newly appointed and have not yet had the opportunity to monitor the quality of teaching and learning in their subjects. However, all of their subject plans show that they will undertake some monitoring and evaluation during the course of the year. The deputy headteacher, in his role as assessment co-ordinator, is leading subject co-ordinators in an analysis of assessment information which will effectively identify strengths and weaknesses in teaching and learning. Until recently, the school's use of assessment data and use of self-evaluation has been unsatisfactory.
46. Governance of the school is good. There is a well established committee structure that enables the governing body to work efficiently. The governing body, led by a very effective chair, provides a good level of challenge and support to the school in aspects of school improvement, and carries out its statutory duties well. Governors have a clear knowledge of the strengths and weaknesses of the school as a result of the monitoring undertaken by individual governors, by committees of the governing body, and from information provided by

the school. The involvement of governors in the monitoring and evaluation of subject action plans is in the early stages of development.

47. The finance committee, together with the headteacher and the school office staff, closely monitors spending to ensure that spending decisions reflect the school's educational priorities. The school evaluates spending carefully and applies best value principles satisfactorily to the purchase of services and resources. Other aspects of best value principles are not fully developed. The school provides satisfactory value for money.

### Financial information

#### *Financial information for the year April 2003 to March 2004*

Income and expenditure (£)		Balances (£)	
Total income	1,392,035	Balance from previous year	29,950
Total expenditure	1,416,352	Balance carried forward to the next	5,633
Expenditure per pupil	3,126		

48. The recent budgetary problems experienced by the school have been successfully addressed by the governing body with the financial support of the local education authority.

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

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

Children start in the nursery in the term after their fourth birthday and they start the reception year at the beginning of the school year in which they become five. In this 50 place nursery, there are 41 children who attend on a part-time basis, morning or afternoon. There are fewer children in the afternoon session. Whilst there is a full range of ability, the children's overall attainment on entry is below average. The management of provision for the Foundation Stage is satisfactory. However, the co-ordinator has only been in post since the beginning of the autumn term, and the Foundation Stage team has begun to plan together to teach the nationally recommended areas of learning, though all three classes are not closely located in the school. The nursery has its own access and outdoor play area. The quality of teaching and the children's achievement are good. However, the lack of a discrete outdoor play area for the reception classes restricts opportunities for physical development. Improvement since the last inspection is satisfactory because there have been improvements in provision.

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

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

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

- Induction procedures are good and help children to settle happily into school.
- Adults have good relationships with children and provide good role models for them.

#### **Commentary**

49. The majority of children enter the nursery with immature skills in personal and social development. In the sessions observed, children were happy and settled and were used to the nursery routines. This is helped by the very good induction arrangements, including home visiting, that help the children to feel comfortable early in the term. The children are keen to learn, work well in groups and are confident to try out new ideas. At this early stage in the school year, they are given an appropriate amount of free choice in their activities, and most play happily.
50. The quality of teaching and learning is good and makes a positive impact on the children's attainment. Staff ensure that all children are involved in their learning, and there are good arrangements for ensuring that the children's development in this area of learning is promoted effectively across all lessons.
51. In the nursery, each area of the curriculum is planned to balance the children's choice of activities, with those of learning as a whole group. This helps to create opportunities for children to sit quietly and concentrate, to develop sensitivity to the needs of others, to develop independence, confidence and the self-control to share resources and take turns. Children form good relationships with adults and with each other. They take great pride in tidying up their tables and play areas, and supporting adults after an activity. In the reception classes, there are further planned activities to build on the work done in the nursery. Pupils with special needs, including those who have statements of special educational need and those who have limited social skills or speak English as an additional language, are appropriately supported by adults in class. Overall, the children are making good progress and the majority are on course to meet the early learning goals for personal, social and emotional development by the time they enter Year 1.



## COMMUNICATION, LANGUAGE AND LITERACY

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

### Main strengths and weaknesses

- Children enjoy listening to stories, songs and poems and looking at books.
- The older children's writing skills are well developed.
- Role-play is used well in both the nursery and reception classes to develop the children's speaking and listening skills.
- Adults do not always help children to respond in sentences but often accept single words or gestures in response to questions.

### Commentary

52. Children are likely to have attained the early learning goals by the time they enter Year 1 as a result of good teaching in the nursery and reception classes. When they start school, the children have speaking skills that are below average. In the nursery, they enjoy listening to stories and poems and singing songs. They like looking at books and know that print has meaning. Adults encourage children to speak to express their needs, but they accept their responses in words and gestures rather than sentences. In the nursery, there is good adult interaction with all activities to promote language development. Most children are able to match their own names with their pictures and some are beginning to relate sounds to letters in their names.
53. At this stage of the school year, the children in the reception class are given a wide range of opportunities to read and write. In lessons observed, they enjoyed listening to the story of Rama and Ravana, the ten-headed Demon King, and writing, making drawings or paintings about the story. A more able girl took a child, who has special needs because of autism, to the reading corner. She encouraged her to read with her saying, 'this your favourite book; this is not a scary one. It is a happy one.' However, writing for different purposes needs better focus, though most can write their names, some can only form and practise writing letter shapes.
54. In both the nursery and reception classes, the children are provided with very good opportunities to engage in role-play activities. This helps to extend their language, learn together and to develop positive relationships. The role-play themes are well linked to the current topic being studied.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

### Main strengths and weaknesses

- Children's counting and number recognition skills are developing well.
- Children are developing a sound understanding of mathematical shapes.
- Children's understanding of mathematical vocabulary is limited.

### Commentary

55. Most children are on course to attain the early learning goals for mathematical development by the end of the reception year and they achieve well. Most recognise the numerals one to nine, a small number can write numbers to nine recognisably, though some reverse a few of them. Children in the nursery and reception years enjoy counting rhymes and games. In the

nursery, they learn to count through playing games. Children in the reception year recognise and name shapes, such as triangle, square and circle, and the more able describe the properties of these shapes. Most are able to count sets of objects to the correct numeral, but do not always demonstrate their understanding of “less” or “more”.

56. The quality of teaching and learning is good in mathematics. For example, in a reception class lesson, the teacher, who was focussing on developing the children’s mathematical language for two-dimensional shapes, provided a range of rich activities to support the learning objectives. This good lesson was aided by a range of practical activities, some of which were adult-led and some child-initiated, which helped the children’s vocabulary to develop. The planning for this lesson was good. It provided activities that included opportunities for children’s understanding through a number of areas of learning; for example, it included a role-play activity in which the children were encouraged to use precise mathematical language.

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

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

### **Main strengths and weaknesses**

- Children develop a sound understanding of their own cultures, beliefs and those of other people.
- Children select tools and techniques well to shape, assemble and join materials.

### **Commentary**

57. By the time the children come to the end of the reception year, they achieve well and make good progress in most aspects of this area of learning, and the large majority are on course to achieve the early learning goals. When they start school, children have limited experience and understanding of the world. A few have some basic general knowledge, but many show understanding below expected levels. As a result of good teaching and learning, the children’s curiosity and enquiry skills are promoted well through a range of interesting indoor and outdoor activities. In a lesson seen, the children knew the names of some vegetables and fruit. In the reception classes, children build and construct with a range of objects and use tools to shape and join materials. In a good lesson observed, children were very keen to make Diwali decorations using a variety of shiny fabrics. Their finished work was of good quality. Children in the nursery have access to a computer and greatly enjoy using it. They are competent in using the mouse to select objects in simple programs; for example, in a program where they dress a teddy bear.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- The outdoor nursery area is used well to promote the children’s development in most areas of learning.
- There is no designated outdoor learning space for reception children.

### **Commentary**

58. By the end of the reception year, most children are on course to attain the expected early learning goals in physical development. This is as a result of good quality teaching and

learning which enables good achievement to be made. Staff provide good planned opportunities to enable children to develop finer motor skills well; for example, when they handle tools. In addition, scissors, pencils, pens, glue, play-dough, construction toys and large and small equipment are used well, both in adult-led and child-initiated activities. As a result, children are confident in their use and have good control.

59. Teaching and learning are good overall. For example, in a good lesson in the nursery children showed great interest in the ingredients for a sandwich. Boys and girls worked together well as they buttered bread, put jam on to it, and then cut it into halves and quarters. One boy was so keen that he cut his bread it into lots of small pieces and began eating it quickly. The nursery has its own outdoor play area with a good variety of apparatus and equipment. Provision helps children to develop their physical skills well. In the nursery, children use wheeled toys safely and competently, and are learning to hit balls to one another with rackets. They are aware of the needs of others in the space around them. Children in the reception classes have access to the hall for physical education lessons but they do not have their own discrete area for the outdoor curriculum. In a lesson in the hall, children emulated well the movements of butterflies, elephants and tortoises, responding well to the teacher's instructions which were provided by her using a tambourine.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- Children enjoy imaginative role-play and learn at a good rate.
- They enjoy music and painting.

### **Commentary**

60. Children make good progress in the work seen in this area of learning in both the nursery and reception classes and the majority are in line to attain the expected early learning goals by the end of the reception year. Children enjoy creating pictures with paint and collage. They have opportunities to draw, and to explore a range of materials. The nursery has a story and music area, and the children enjoy listening to music and exploring a range of instruments and sounds. They understand the difference between soft and loud, and before the session ends, they all enjoy singing songs together. In both the nursery and reception classes, children enjoy role-play, they use the home corner well, they observe the adults well, and act out roles; for example, the roles of hairdressers, mothers serving food and shop keepers. In one of the lessons in the reception year, a boy put on a cloak and a girl dressed herself as a princess, and they both wanted others to talk to them with respect because of their assumed elevated roles.

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

### **ENGLISH**

Provision in English is **satisfactory**.

### **Main strengths and weaknesses**

- Teaching is good and helps pupils to achieve well.
- Standards in reading are improving.
- Pupils' literacy skills are not sufficiently well developed through teaching and learning in other subjects.

- Standards in writing are below average.

### **Commentary**

61. In the 2004 national tests at the end of Year 2, both in comparison with all schools and similar schools, standards were well below the national average. Since the last inspection in 1999 standards have dipped in tests at the end of Years 2 and 6 and improvement since then has been below the national trend. However, there are indications that standards are improving. Inspection evidence indicates that pupils in the current Year 2, will achieve standards in speaking and listening and reading that are average. They are likely to be below average in writing. There is a similar pattern for pupils in Year 6. Standards in speaking and listening and in reading are likely to be better than standards in writing, and girls are likely to generally perform better than boys. Pupils' research skills and spelling are improving. All pupils, including those who speak English as an additional language and those who have special educational needs, achieve well.
62. Standards in speaking and listening are in line with the national expectation for both Year 2 and Year 6. Pupils in Year 2 listen to their teachers well and respond to questions in short phrases and sometimes in longer and more complex sentences. They can understand and talk enthusiastically about the story they have heard or read with the teacher. After reading "The Lighthouse Keeper's Lunch" with the teacher, pupils were able to discuss in pairs their own ideas about how the keeper and his wife could discourage the seagulls from stealing his lunch. They sequenced the story well in pictures and labelled them effectively.
63. Pupils achieve well in speaking and listening in Years 3 to 6. As a result of good teaching, pupils use technical terms appropriately. Year 3 and 4 pupils are confident and they use language creatively and well. Year 5 pupils discussed shades of meaning and can match synonyms such as bright/shiny and chilly/cold. Year 6 pupils, after reading a chapter of Roald Dahl's autobiography, examined the structure of the sentences in the text and worked out the difference between a simple and a compound sentence. The more able pupils could also distinguish between compound and complex sentences. These pupils showed standards that are at least in line with national expectations.
64. There is an improvement in standards in reading. Currently, pupils in Year 2 are now reaching nationally expected levels. They read texts – books of fiction and books for information - fluently and they enjoy choosing books from both the classroom and the library. As a result of good teaching, they have successfully acquired a range of early reading skills, including letter and sound recognition, and word blending. The youngest pupils in Year 1 understand that text conveys meaning. The most able pupils in Year 2 are already showing standards that are above the national expectation for pupils at the end of the school year. Most read aloud with a clear voice, with growing fluency and with the help of picture and phonic clues; they show good understanding of what they are reading. Pupils enjoy reading. They read regularly to adults in school and sometimes to their parents at home.
65. Pupils in Years 3 and 4 use phonic and contextual clues well to read unfamiliar words. They show increasing fluency and confidence in their reading. The most able read with increasing understanding and independence and some already meet the national average for pupils at the end of Year 6. These pupils can recount stories and express preferences. Most know how information can be found by using contents and index pages.
66. In writing, attainment is below the national standard in Year 2 and Year 6. The school is rightly focussed on improving standards in writing as a main improvement target. Pupils in Year 1 and 2 learn to copy-write using a consistent style of print, but they sometimes forget to maintain the same size or to use capital letters and full stops correctly. They have many

opportunities for expressing their own understanding and ideas in writing, and they begin to write for a range of purposes. For example, they re-write in their own words stories they have heard.

67. In Years 3 and 4, as a result of the good teaching, pupils write for an increasing range of purposes; for example, they write stories, reports, letters and poems. There are some good examples of anthologies of pupils' writing, some in neat handwriting and some word processed on the computer. Some more able pupils handle grammar and vocabulary with confidence and use paragraphing and advanced punctuation skills to good effect. In Years 5 and 6, most pupils know how to draft, revise and edit their work, and to present it well. There is an increasing sense of precision and self-discipline in spelling and grammar.
68. The quality of teaching and learning is mainly good, and there are signs that, as a result, standards are improving as pupils achieve well in lessons. This is an improvement since the last inspection. Most teachers have secure subject knowledge. Planning is clear and generally purposeful. Methods and organisation of classes are appropriate to the needs and abilities of pupils. Teachers manage the behaviour of pupils well and teaching assistants are effective. Older pupils, while undertaking writing exercises, are appropriately supported and challenged by teachers. The National Literacy Strategy is used well and has been appropriately adapted for use in the school. Learning is good. Pupils show a keen interest, particularly in books. They work diligently and maintain good levels of concentration, even when some tasks lack interest. Most relate well to adults and other pupils. Where opportunities allow, they work well on their own, in pairs and in groups, making choices and taking responsibility for their work and decisions.
69. The literacy co-ordinator has been in post for seven weeks and is receiving support from the previous co-ordinator who is now a phase leader. She has mapped out a good action plan, but so far there have been few opportunities for her to monitor and evaluate standards and provision.

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

70. There is satisfactory practice in developing literacy across the curriculum but it is not fully embedded across all the subjects. Technical language and key words are taught in most subjects but approaches to reading and writing and the use of grammar and punctuation are not always consistent. The provision of meaningful contexts to develop pupils' writing in subjects such as history, geography and religious education, are limited and a weakness. The school is aware of this and there are plans to improve literacy across the curriculum.

### **French**

71. French is taught to Year 6 pupils by a visiting specialist for one hour each week. Judging from the observation of one lesson, and the analysis of the work of a sample of pupils, there are indications that provision is at least satisfactory.
72. Pupils of all abilities can write simple sentences to introduce themselves and greet others. Higher achieving pupils can write short paragraphs in French incorporating all the material learnt and demonstrating secure spelling. In pupils' books, there is evidence of good achievement over time, good opportunities for social and cultural development and good cross-curricular links.
73. There is also evidence of very good teaching supported by excellent planning that includes speaking, listening, reading and writing in every lesson, with appropriate emphasis on oral work extended by well-chosen writing tasks. The teacher plans a variety of tasks that match

the different learning styles and abilities and provide enough challenge for all groups. Pupils can emulate good pronunciation and intonation because the teacher is French. Pupils' attitudes are good, and show no sign of inhibition, because the teacher gives them sensitive support, consistent praise and values their personal knowledge.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Standards in Year 6 have risen since the previous inspection due to improvements in the quality of teaching.
- The quality of teaching is good.
- The use of ICT is underdeveloped.
- Assessment data is not used effectively.

#### **Commentary**

74. Standards in the 2004 national tests in Year 2 were below average. In the Year 6 national test, standards were average in comparison with all schools, and well above average in comparison with pupils in similar schools. Inspection evidence indicates that standards being attained in the current Year 2 and Year 6 are average and that pupils are achieving satisfactorily. There is no discernable difference between the achievement of boys and girls. Pupils with special educational needs and pupils who are at the early stages of English language acquisition make satisfactory progress because of the good level of support they receive from teachers and teaching assistants. In common with most pupils, these pupils make satisfactory progress because they are given tasks that are well matched to their abilities.
75. Year 2 pupils are working at levels appropriate for their age and abilities. They are acquiring an understanding of addition and subtraction and they are solving number problems involving money. They can estimate and measure using standard units. In Year 6, most pupils are working at a level expected with a good proportion working above the expected level. Planning places an appropriate emphasis on developing pupils' numeracy skills, and Year 6 pupils are becoming proficient at solving problems using informal methods and formal, written methods. They can confidently describe the properties of quadrilaterals and use data to create frequency tables.
76. The quality of teaching and learning is good. The good and very good teaching was seen in Year 4, Year 5 and Year 6. There are a number of strengths in the teaching that assists pupils' progress. Teachers plan well together in their year groups following the National Numeracy Strategy. This ensures consistency in the planned curriculum for pupils throughout the school. Teachers and teaching assistants use praise and encouragement well and this has a positive impact on pupils' learning and progress. Teachers encourage the proper use of mathematical language and this helps pupils to increase their mathematical vocabulary. Teachers assess pupils' progress well during the lesson so that pupils' learning needs are met. The use of pupil whiteboards and true/false cards are useful in this respect in that they allow the teachers to see immediately those pupils who understand and those that need extra help.
77. Teachers give clear explanations, but pace can be lost when teachers talk for too long and pupils begin to lose interest. The newly installed interactive whiteboards were used to good effect as teaching tools by two teachers. Nevertheless, pupils have very little access to computers in their mathematics lessons and the use of ICT is underdeveloped.

78. The subject is led satisfactorily. The subject action plan devised by the newly appointed subject co-ordinator and the headteacher focusses strongly on the raising of standards. Work to monitor teaching by the previous subject co-ordinator has been good and has contributed to the improvement in the quality of teaching since the previous inspection. Monitoring of teaching and learning needs to be continued to ensure consistency of provision and to enable good practice to be shared in school. Scripts from the end of year tests are not analysed. Consequently, the subject co-ordinator does not have a clear idea of strengths and areas for development to inform the school's planning of the mathematics curriculum. She is aware of this and has included the need to undertake such an analysis in her action plan. The subject co-ordinator is keen to involve parents in supporting their children's mathematical learning and the recent Numeracy Evening for parents that she organised was well attended.
79. There has been satisfactory improvement in provision since the last inspection. Standards are higher at the end of Year 6 due to an improvement in the quality of teaching. The use of assessment within lessons is good, but analysis of assessment data is still not used effectively to inform teaching and learning.

## Mathematics across the curriculum

80. Opportunities for pupils to use mathematics across the curriculum are missed because such opportunities are not planned systematically. Pupils use their mathematical knowledge and skills in other subjects when they measure using standard units in science experiments and present their results in the form of graphs and tables in science, geography, personal social and health education, and design and technology.

## SCIENCE

Provision in science is **satisfactory**.

### Main strengths and weaknesses

- Standards in tests have been below the national average for the past three years.
- The quality of teaching and learning is good.
- Pupils achieve well in lessons and there are indications that standards are rising.
- The newly appointed co-ordinator for science has good plans in place to improve the subject, though management is currently unsatisfactory.

### Commentary

81. Standards in the national tests at the end of Year 6, both in comparison with all schools nationally and with similar schools, have been stubbornly low for the past two years. Standards have been well below the national average in comparison with all schools nationally since 2000. In comparison with similar schools, standards have been below average. This shows a decline since the last inspection where standards were found to be in line with the national average for pupils in both Year 2 and Year 6.
82. However, inspection findings suggest that there are improvements. In lessons, particularly in Years 3 to 6, pupils achieve well. Their work is close to the national average in all four aspects of the subject. There has been a particular improvement in the pupils' skills and understanding of scientific investigation. This is because the school has placed a good emphasis on developing pupils' skills, and teachers ensure that work is practically based. This both helps to engage the pupils in their own learning, and provides a good context for helping them to learn through first hand experiences. Pupils with special educational needs and those with English as an additional language also achieve well. This is due to two factors. Firstly, teachers make sure that the work set is pitched at just the right level for these pupils and secondly because the teaching assistants provide a good level of assistance and encouragement.
83. Pupils enter the school with broadly average levels of attainment. In Years 1 and 2, teaching is good, and pupils are effectively introduced to key scientific concepts such as making predictions and closely observing and discussing changes. For example, in a good Year 1 lesson where pupils were learning about using a range of senses to identify artefacts, the teacher helped the pupils to understand by experience, that without light, other senses are used to identify a range of different fruits. In this lesson, the pupils understood the importance of light and the eye. They were able to describe the effects of changes in light. By the time that they reach Year 2, pupils develop a good understanding of electricity, conditions for growth and healthy living.
84. Pupils' learning accelerates through Years 3 to 6, and there are indications that pupils in Years 5 and 6 are working at levels close to the national expectation. Reviewing pupils' work shows that Year 6 pupils have a sound understanding of upthrust when studying forces and

investigating the effect on the weight of objects when put into water. This work provides a good example of how teachers' effective posing of scientific questions helps to capture pupils' interests and ideas and enables pupils to test out their hypotheses. It also helps to speed progress and develop understanding.

85. The quality of teaching and learning is good. Pupils thoroughly enjoy practical work, they are generally enthusiastic and they collaborate well with one another. Learning is enhanced because lessons are invariably well planned as part of a sequence which builds pupils' knowledge and understanding systematically. Most teachers, though not all, have sound subject knowledge of scientific ideas and they generally pose good questions. One key quality in the teaching and learning is the way that teachers make sure that the work is set at different levels to capture the interest of all the pupils. In the best lessons this is achieved through teachers raising open-ended and probing questions which make pupils think and encourage them to want to experiment and investigate further. This was the case in a very good Year 3 lesson in which pupils were being introduced to a module about the properties of materials. The teacher asked the pupils to classify a range of materials into groups and then to provide reasons why they had grouped them in the way they had. This led to some very good discussions about why some materials are more suitable for different purposes. One pupil said "glass is used in windows because it is rigid and transparent." Here the pupil was emulating the teacher's good use of scientific terminology. This was supported by her good explanations and observations such as "metal is cold, but it doesn't stay cold for very long because the heat transfers from my hand. Plastic doesn't do this." This led pupils to think carefully about insulation properties of the materials that they were handling.
86. The newly appointed science co-ordinator realises that there is much to be done to ensure that the good work in lessons is consolidated to develop pupils' consistent knowledge and understanding in science. There have been good improvements in the curriculum of late, not least by the re-focussing of learning through taking an investigative approach. He has a clear plan of action to take this work forward. In addition, good routines are planned to ensure that teaching and learning is effectively monitored. However at present, though leadership is satisfactory, management is unsatisfactory because too little work has been carried out to secure consistent quality experiences across the whole school.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision ICT is **unsatisfactory**.

### **Main strengths and weaknesses**

- Standards remain below national expectations at Year 2 and Year 6.
- Use of ICT across the curriculum needs to be further developed.
- There has been little improvement in the provision of ICT since the last inspection.
- The organisation and accessibility of ICT resources, both in the computer suite and classrooms, are unsatisfactory.

### **Commentary**

87. From the evidence available standards in the subject are below what is expected for pupils by Year 2 and Year 6. Pupils are not making satisfactory progress because some teachers lack adequate subject knowledge to extend pupils' learning, and there is a lack of consistency in provision. In addition, it is only recently that the full curriculum for ICT has been put into place. As a result, there are significant gaps in the oldest pupils' knowledge as they have not had enough experience of the full range of the required programmes of study. There is little evidence of pupils using ICT for modelling or control or of pupils making significant use of ICT

in classrooms as part of other lessons. In ICT lessons, pupils with special educational needs are well supported by teaching assistants and their progress is generally good.

88. The quality of teaching is satisfactory but is inconsistent in that it ranges from unsatisfactory to very good, sometimes in the same year group. In most lessons, teachers explain the tasks clearly, manage their classes well and maintain good levels of behaviour. They make lessons interesting and learning is purposeful. In some less successful lessons, teachers do not maximise the time that pupils spend on the computers to learn or practise new skills. Also, some teachers lack subject knowledge or knowledge of the software, resulting in missed opportunities to extend pupils' learning and to correct misconceptions.
89. The school is reasonably well resourced for ICT. The computer suite contains sufficient computers for a class but the layout of the room makes it difficult for the teacher to demonstrate techniques clearly whilst having a clear view of the pupils. In addition, some pupils have little space in which to work. This can lead to inappropriate behaviour by some pupils going un-noticed by the teacher. Most teaching takes place in the computer suite and time spent there is used to teach ICT skills. Pupils do not have enough opportunity to practise their new skills in other subjects, but the after school computer club run by the subject co-ordinator gives a few older pupils the chance to practise their ICT skills.
90. Although there has been some development in the subject since the previous inspection, weaknesses remain. Planning has improved. It is now based on national guidance, and pupils have a regular lesson once a week. However, progress is not assessed which makes it difficult for teachers to match the work in lessons to the pupils' abilities. There continues to be a lack of monitoring of the standards of attainment and the quality of teaching by the subject leader, although this is now part of the subject leader's action plan.
91. Leadership of the subject is satisfactory. The new subject action plan is appropriately focussed on raising standards. Some management systems are not in place. For example, the Internet safety policy, which requires parents to give permission for their children to have access to the Internet at school, is not up to date.

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

92. The use of ICT is unsatisfactory because it is not used enough to support pupils' learning in other subjects. Its use across the curriculum is not planned, and valuable learning opportunities are missed. There is some limited use in some subjects; for example, making neat copies of written work in English, and pupils in Year 5 and Year 6 use the Internet to find information for topics in science and religious education.

### **HUMANITIES**

93. Both **history** and **geography** were inspected fully. However, since very few lessons were seen it was not possible to make a judgement about provision in **religious education**. There are indications, from discussion with pupils and from a review of pupils' work, that pupils are taught the full religious education curriculum as required by the locally agreed syllabus and national guidelines. For example, Year 6 pupils have been studying the lives of famous people including Mother Teresa, Ghandi and Helen Keller. In line with the Ealing agreed syllabus for religious education, Year 4 and 5 pupils have studied Christianity and Hinduism. Teaching focusses on festivals and symbols, and there are indications that standards are in line with national expectations and those of the agreed syllabus.

### **GEOGRAPHY**

Provision in geography is **satisfactory**.

## Main strengths and weaknesses

- Pupils achieve well.
- Geography is well taught and teaching includes some very good features.
- The leadership and management of the subject are satisfactory and include good features.
- The over-emphasis on oral work in Years 2 and 3 hinders the development of pupils' recording skills.
- Systems for assessing the attainment and progress of pupils are not yet in place.

### Commentary

94. Pupils achieve well throughout the school. Pupils in Year 2 can show where they live on a map of the world, a globe and a map of the British Isles, and can identify the main physical and human features of a Scottish island. Most pupils in Year 2 demonstrate good mapping skills and can use a key. Their attainment is in line with national expectations.
95. Pupils continue to make good progress in Years 3 to 6 and achieve well. By the time that they reach Year 6, pupils' attainment meets the national expectation. They demonstrate well-developed observation, enquiry and analytical skills for example when they debate reasons for and against having an incinerator in the locality. Pupils in Year 3 show good understanding of the effect of different climates on people's lives and the environment and use appropriate geographical vocabulary.
96. The quality of teaching and learning is good. Teachers plan lessons well and provide suitable activities that match well the needs of individual pupils. They use a very good range of approaches and methods that suit various learning styles and develop pupils' skills. They have good relationships with their pupils, who respond well by showing interest in the subject and eagerness to learn. They give effective support to pupils. This enables all, including pupils with special educational needs and pupils who learn English as an additional language, to make good progress. In a very successful Year 3 lesson, the teacher asked very good questions that made pupils think and later led to good quality written work. Pupils learnt very well because of the teacher's excellent behaviour management skills, good subject knowledge and good use of an inclusive ethos. The quality of marking evident in the books of pupils in Year 6 contributes effectively to raising standards because pupils are shown exactly how to improve.
97. Geography is satisfactorily led and managed. The co-ordinator has made a good start in her new role. She is a geography specialist and has a clear understanding of how to develop the subject. She is planning to monitor the quality of teaching and learning in geography and has started an audit of resources. Resources are currently unsatisfactory and need updating to meet the demands of the curriculum. A system for assessing the attainment and progress of pupils needs to be put in place. There has been satisfactory improvement in the provision since the last inspection.

## History

Provision in history is **satisfactory**.

## Main strengths and weaknesses

- Pupils achieve well in history.
- Teaching is skilful and stimulating and has a positive impact on pupils' attitude to learning.
- The leadership and management of history are not satisfactory and suitable assessment procedures are not yet in place.

- Teachers do not achieve a good balance between oral and written work in some lessons, which hinders the development of recording skills.

## Commentary

98. Pupils in Year 6 achieve well. They start to select and link information from a variety of sources but do not always note their sources. They demonstrate a good understanding of the differences and similarities between Athens and Sparta. When writing an introduction to a play about Persephone and Demeter, they show good knowledge of aspects of Greek society, such as the theatre and mythology. Pupils in Year 5 can analyse short texts well and explain both sides of an argument; for example, when contrasting the point of view of a black immigrant worker and that of his employer in the 1970s. Pupils in Year 4 demonstrate good background knowledge when writing various pieces on life in Ancient Egypt. Pupils in Year 3 are beginning to develop interpreting skills but lack recording skills. Pupils in Year 2 show factual knowledge and understanding of Florence Nightingale and the world at that time and perceive why people in the past acted the way they did. There is evidence of mature thinking and good presentational skills in their written work. The progress of pupils in Year 1 is hindered because speaking and listening activities do not correspond to the writing tasks.
99. History is usually well taught. Planning is good, and includes a suitable variety of tasks to match individual needs, good progression of skills, opportunities for independent learning and good cross-curricular links. Teachers use a wide range of approaches and methods which cater for different learning styles and develop pupils' skills. As a result, pupils analyse and synthesise texts, organise information well, demonstrate good research skills and communicate their findings clearly. Teachers provide a good balance of challenge and support. All pupils, including those who learn English as an additional language and pupils with special educational needs, make good progress. In all lessons, teaching assistants are deployed effectively and support pupils well. Year 2 pupils can explain confidently how we know that certain facts are true. However, interpretation of history is not taught so successfully because it is mainly limited to oral work. Learning is reinforced through good ongoing assessment and good quality marking. In pupils' books in Year 4, excellent marking tells pupils why the work is good, shows them how to improve and asks pointed questions to deepen their thinking and understanding. Some teachers are particularly good at using imaginative resources. For example, in a stimulating Year 4 lesson, pupils were fully engaged and enthusiastic because the teacher used the interactive whiteboard and an appropriate program to teach pupils how to write their names in hieroglyphics.
100. Relationships are good and pupils work well independently and collaboratively. For example, in a Year 6 lesson, the working atmosphere was relaxed and purposeful and pupils contributed readily as they moved from task to task. They responded very well to the opportunities for independent learning and enjoyed the lesson.
101. The history curriculum is enhanced by visits to local museums, extensive displays and special assemblies. This term, the school is eagerly awaiting the visit of two actors who play roles as Roman centurions. As a first attempt at drawing in multicultural elements, the school has prepared an exhibition on the contribution of black communities to history. Resources are satisfactory but need to be updated and stored for convenient access.
102. The leadership and management of the subject are not satisfactory. The co-ordinator has made a slow start in her new role because she lacks the subject knowledge required to lead history effectively. She is aware of her shortcomings and seeks appropriate training. However, the plan she has drawn to develop the subject shows that she has a clear understanding of the main priorities. She is keen to promote the use of ICT as a teaching and learning tool. She plans to monitor the quality of teaching and learning in history and to

devise effective assessment procedures. Overall, improvement in provision has been satisfactory since the last inspection.

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

103. Work was sampled in art and design, design and technology, music and physical education. It was not possible to make firm judgements about overall provision in any of these subjects.
104. No **art and design** lessons were observed during the inspection. From the analysis of books of pupils in Years 3 and 6, displays of work in Years 2, 3, 5 and 6 and discussions with teachers and the co-ordinator, there are indications that provision is satisfactory. Pupils of all year groups have explored patterns as a common theme. In Year 2, pupils have produced good quality work using blocks which they made themselves out of polystyrene. In Year 3, pupils investigated the use of basic shapes to make interesting abstract compositions and some tessellated their shapes for a different effect. They have experimented with sponge printing, restricting colour and shape to show different effects. Year 6 pupils have made intricate line drawings in ink using patterns imaginatively.
105. There is evidence of good teaching with teachers showing pupils how to improve when marking their work, especially in Year 6. The art and design curriculum is greatly enhanced by educational visits to art galleries and museums and the setting up of an art club for pupils in Years 1 and 2, and another for pupils in Years 5 and 6.
106. There are indications that the leadership and management of art and design are satisfactory, though the newly appointed co-ordinator has had insufficient time to drive through any changes. She has raised the profile of art and design around the school by mounting beautiful displays that enhance the environment effectively.
107. In **music**, two lessons were observed. The evidence from one lesson observed in Year 2 and one lesson observed in Year 3, one infant and one junior assembly, and a discussion with the headteacher in the absence of the music co-ordinator, indicate that the requirements of the National Curriculum in music are met. Music is taught by a specialist one day a week from Year 4 to Year 6. Class teachers approach the subject with confidence.
108. In the lessons observed, pupils achieved very well because teachers had planned the lessons meticulously with graded challenges, and had used very good ongoing assessment to verify the quality of learning. Teachers' very good behaviour management skills meant that pupils behaved very well, were fully engaged, were co-operative and could keep up with the pace of the lessons. All pupils felt included because all had the opportunity to sing and perform. Pupils improved their singing and beating skills because the teacher gave them sensitive and constructive criticism, praise and encouragement.
109. The leadership and management of music are satisfactory because the co-ordinator, who is a specialist, visits the school once a week on a regular basis. Suitable schemes of work for pupils in Years 1 and 2 are now in place and schemes of work for older pupils are being finalised. Many pupils learn an instrument and with the current combination of piano, violin and clarinet, the school plans to develop a mini-orchestra. Pupils enjoy music and singing and take an active part in assemblies and end of year concerts. They appreciated the visit of professional musicians; for example, the visit of Tibetan musicians. There has been a good improvement in the provision since the last inspection.
110. No **design and technology** lessons were observed. There are indications, from reviewing pupils work and from discussions with staff that the full requirements of the National Curriculum are taught and that attainment is broadly in line with national expectations. The subject has been of low priority in the recent past and there is a need to ensure that the nominated co-ordinator develops a plan to raise the profile of the subject.

111. Two **physical education** lessons were seen. There are indications that this is a strong curriculum area even though the school does not have easy access to substantial playing fields. Both lessons observed were games lessons. In one, a Year 5 rugby lesson, pupils showed appropriate skill in passing the rugby ball. Due to the good and enthusiastic teaching, pupils progressed and achieved well. The co-ordinator for physical education is very enthusiastic and knowledgeable. The curriculum is broad and balanced and the best use is made of the limited outdoor facilities. The physical education curriculum is enriched by a good range of extra-curricular sports activities that include those led by school staff and outside providers, including Brentford Football Club.

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

112. Only two lessons were seen and, as a result, no overall judgement on provision can be made. In both lessons, in Years 1 and 3, the quality of teaching and learning were good. Both lessons had clear objectives, were part of a sequence, and provided a very good opportunity for pupils to consider their own feelings and to express their thoughts. Year 1 pupils were considering friendship and all the pupils were able to explain what they liked about the school and what "friends" are. In the Year 3 lesson, the pupils were encouraged to feel positive about themselves and their skills and abilities. In both lessons, the teachers provided the pupils with good and sensitive opportunities to explore their feelings. As a result of the good and sensitive teaching, the pupils listened carefully to each other and they supported each other.
113. The school places a strong emphasis on personal, social and health education and it is an aspect of learning that is well supported in most classes. It is apparent that pupils' personal and social education is good. It has a positive impact on all that the school seeks to do in terms of developing confident people. The school works hard to ensure that pupils work and operate harmoniously. The work of the school council supports the development of pupils' skills and helps them to establish roles as citizens. There are indications that this has had a positive impact.
114. The curriculum for personal, social and health education is good, and there are weekly timetabled sessions for all classes. The co-ordinator is experienced and very committed and he has ensured that the whole school ethos of inclusion and the strong emphasis placed on personal, social and health education make a strong contribution to the pupils' positive attitudes to learning and their own high self-esteem. However, there is a need to bring more rigour to the monitoring and evaluation of the subject.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

*poor (6); very poor (7).*