

INSPECTION REPORT

THE QUEEN'S CHURCH OF ENGLAND PRIMARY SCHOOL

Kew, Surrey

LEA area: Richmond upon Thames

Unique reference number: 102921

Headteacher: Mrs J Goodlace

Lead inspector: David G Collard

Dates of inspection: 9th - 11th May 2005

Inspection number: 268087

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:	Voluntary aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	420
School address:	Cumberland Road Kew Richmond Surrey
Postcode:	TW9 3HJ
Telephone number:	(020) 8940 3580
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs G Hiscock
Date of previous inspection:	1 st December 1998

CHARACTERISTICS OF THE SCHOOL

The Queen's Church of England Primary School is in Kew, Surrey. There are 420 pupils on roll. Children start in the Reception class in the year that they are five and continue to the end of Year 6. The local area includes both rented and owner-occupied accommodation. Pupils' socio-economic backgrounds are above average. The school received Beacon status and has worked closely with a number of other schools to provide support for improvement.

The proportion of pupils eligible for free school meals (1.7 per cent) is well below the national average. The proportion of pupils from minority ethnic heritages is higher than most schools although only a small proportion are at an early stage of learning English. The proportion of pupils with special educational needs (6.9 per cent) is well below the national average and the number with statements (one per cent) is below. Pupils' attainment on entry is in line with that expected nationally for their age.

The school has received the following awards:

- An achievement award in 2001 and 2002.
- Beacon status in 1999 and again in 2002.
- London schools environment award in 2004.
- Investor in People status in 2002.
- Healthy schools award in 2003.
- Activemark in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
11122	David Collard	Lead inspector	Science Information and communication technology Physical education English as an additional language
8991	Pamela Goldsack	Lay inspector	
21872	Lorna Brackstone	Team inspector	Art and design Design and technology Music The Foundation Stage
18370	Kevin Johnson	Team inspector	Mathematics Geography History Special educational needs
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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 5
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	6 - 9
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	9 - 14
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	14 - 16
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	17 - 29
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	30

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a highly effective school that provides very good value for money. Standards have been maintained at significantly high levels and achievement by pupils is very good. The very good teaching has continued to improve, complemented by a creative and exciting curriculum. The leadership, management and governance of the school are all very good and have significantly contributed to the learning opportunities for pupils.

The school's main strengths and weaknesses are:

- The maintenance of very high standards so that all pupils achieve very well.
- The high quality teaching, using a very wide range of opportunities and challenges although, whilst satisfactory in the Foundation Stage, is not as well developed as in the rest of the school.
- The creative approach to the curriculum, using practical experiences as a way of improving pupils' understanding.
- The very good leadership, management and governance of the school which give a purposeful direction to all its work.
- The poor access within the accommodation which means that lessons are often interrupted by classes moving around the school.

The very good provision at the time of the last inspection has been maintained and has improved in some significant areas. At that time, there were no significant issues that required improvement although there was some variability in marking, handwriting, singing and cultural understanding. These have all been fully addressed. The school has continued to move forward in many other aspects of its work as well as ensuring that standards in the basics have not deteriorated, even though achievement is now only satisfactory in the Foundation Stage rather than good. The high achievement by pupils through the rest of the school has been maintained and strengthened through innovative practice and the development of understanding about different learning styles.

STANDARDS ACHIEVED

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

Key: A - in the top five per cent nationally; 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.*

Achievement throughout the school is very good. Children in the Foundation Stage make a suitable start to their education. They achieve the outcomes of the early learning goals¹ in all areas except in the writing aspect of communication, language and literacy and in creative development. This is because the opportunities to learn through play are limited and because the teaching does not focus strongly enough on developing writing skills. Pupils entering Year 1 quickly learn the basic skills of reading, writing and mathematics and reach standards well above those expected for their age in Year 2. This is supported by the national tests results for those in Year 2. This very good achievement continues through the juniors so that by Year 6, some pupils are working up to two years above the level expected for their age. Again, this is supported by national test data.

¹ Early Learning Goals are a set of national standards, which, it is expected most children will reach by the end of the Foundation Stage. They are set out into six different areas of learning: personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, creative development and physical development.

Significantly, these pupils achieve very well from a high starting point, sometimes scoring in the top five per cent of schools nationally when measured against their prior attainment. In all subjects, achievement is at least good and in English, mathematics, science, geography, history and music, it is very good. Pupils with special educational needs make equally good progress in relation to their own capability and very often achieve the national average in the tests. Those from minority ethnic groups achieve as well as their English-speaking peers.

Personal, spiritual, moral, social and cultural development is very good. Pupils have very good attitudes to all of their work and consequently behave very well. They willingly take on extra responsibilities and become increasingly mature young people. They are confident, self-assured and set high expectations for themselves. They have respect for, and an understanding of, others' needs and know how to conduct themselves within their own school community. Not surprisingly, attendance is very good and pupils are prepared well for their future life.

QUALITY OF EDUCATION

The quality of education is very good. Teaching is very good overall but strongest in the infants and juniors. Nearly half of the teaching seen was very good or excellent. In particular, these lessons were very well planned, demanding and exciting so that pupils had fun learning and made high levels of progress. Activities are very varied and based on creative, practical, investigative and experimental work that makes everybody think and use the knowledge they have acquired previously. Consequently, many pupils are working at much higher levels than might be expected for their age. Learning, whilst satisfactory, is not so strong in the Foundation Stage. Here, the children are too heavily guided and not given enough independence, so that play opportunities do not follow on from some good direct teaching at the start of lessons. Teaching assistants are used well to support pupils of all levels of capability and also those who are at an early stage of learning English. The curriculum is dynamic, and excellent use is made of the local area to enhance what happens in the classroom. Beacon status has ensured that the school looks beyond its own boundaries and compares its performance with others, while at the same time spreading good practice. Pupils are very well looked after in a safe and calm environment. Parents appreciate all that is offered and are highly supportive of the school, and links with the community are very good.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The headteacher is inspirational and single-minded in her drive to raise standards. She is very ably supported by a strong senior management team. The very good governing body has the expertise necessary to support and question decisions, and governors are instrumental in ensuring that the finances and resources are carefully controlled. All statutory requirements are fully met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents fully back the school's ambitions. Equally, the pupils are very proud of their school and enthuse about the many opportunities on offer.

IMPROVEMENTS NEEDED

Whilst it is overall very effective, the most important things the school should do to improve are:

- Improve the practice within the Foundation Stage so that pupils are better prepared for Year 1.
- Use the outline planning already developed to complete the refurbishment of the accommodation and so further enhance the quality of learning taking place.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

The standards pupils reach at the end of Year 2 and 6 are well above those expected nationally for their age. Pupils of all backgrounds and all levels of capability achieve very well overall.

Main strengths and weaknesses

- Pupils achieve highly in the infants and juniors, both in the core skills of literacy and numeracy as well as many other subjects; progress in the Foundation Stage, whilst satisfactory, is not as rapid.
- Pupils achieve very highly in national tests and have done so for a number of years.
- Many pupils are working at levels well above those expected nationally for their age.
- The school provides very well for all ability ranges, boys, girls and for pupils from minority ethnic groups.

Commentary

1. The standards pupils achieve at the end of Year 2 and Year 6 are well above those expected for their age. Children enter the school when they are four years old with ability generally in line with what is expected nationally. They make sound progress through the Foundation Stage but achieve very well through all other years.
2. Children make a suitable start in the Reception classes and achieve satisfactorily. Overall, standards are in line with the expected outcomes of the nationally-recognised early learning goals. Pupils can talk confidently, are able to share and discuss ideas and can apply themselves well in their work. The teaching of writing does not provide a good enough model for children to copy and so many do not make sufficient progress, particularly those with higher ability. In this area, many children have not reached the expectations of five-year-olds by the time they leave the Reception class. Similarly with reading, children can recognise words but not enough emphasis is placed on learning about stories. Thus there is some reluctance to read for pleasure although the basic mechanics of letter sounds are understood. In mathematical, creative and physical development, progress is sound although number work does not have as high a priority within the timetable as might be expected. Development of their knowledge and understanding of the world builds up a factual understanding but is rather biased towards the National Curriculum work rather than that for the early learning goals. This means that the use of play as a structured learning activity is restricted. Despite these shortcomings, pupils move into Year 1 with the skills that will enable them to learn very quickly and this they do.
3. In Year 2, the results of the national tests have been consistently high for the last four years. In reading, for instance, they have always been in the top five per cent nationally, and in writing and mathematics well above average. Even when measured against schools of a similar type, they are above average in mathematics, well above in writing and again in the top five per cent in reading. In the Year 6 tests, the results are equally impressive. In English, mathematics and science, all results are at least well above the national average and the results of similar schools. Most significantly, the data shows that even with the high levels of achievement in Year 2, the pupils continue to make very high levels of progress between Years 2 and 6. The well-considered school targets show that high test performance is expected to continue over the next year.

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

Standards in:	School results	National results
English	30.0 (29.9)	26.9 (26.8)
mathematics	31.2 (30.3)	27.0 (26.8)
science	31.7 (31.0)	28.6 (28.6)

There were [number] pupils in the year group. Figures in brackets are for the previous year.

4. Reading skills are quickly learnt in Years 1 and 2, and by Year 6 many pupils read a wide variety of styles and authors, knowing the reasons for their choices and preferences. They write very well in many different styles depending on the intended audience and use grammar conventions to great effect in their stories and poems. A number of pupils have had their work recognised nationally through various competitions. The consistently good and sometimes outstanding teaching results in high levels of achievement. The high standards in English are characterised by articulate pupils who can increasingly express their ideas fluently and who can think through an argument.
5. The high challenge presented in mathematical teaching ensures that pupils also achieve very well in this subject. The use of practical activities appeals to the pupils and they see the relevance of the work. They think through ideas and apply what they know particularly well. The use of subject specific vocabulary is encouraged well by making sure that in discussions pupils express solutions properly and give reasons for their decision. Achievement is also very good. Similar methods are used in science where all new topics include practical investigations and experiments as a way of learning new facts. Through this approach, pupils successfully develop more advanced scientific skills and increase their understanding.
6. Information and communication technology (ICT) has continued to develop with the introduction of a computer suite and a higher level of subject expertise amongst the teachers. As a result, older pupils successfully discriminate between the different types of software available to them, selecting the correct programs to achieve their intended aim. The school now rightly plans to incorporate the use of more classroom-based activities as a way of ensuring ICT becomes an integral tool in literacy and numeracy.
7. Achievement in geography and history is also very good. Pupils have a good general knowledge and the teachers plan activities that will improve this further. Younger pupils acquire many geographical and historical facts, which are successfully built upon as pupils move through the juniors. So, for instance, pupils talk knowledgeably about the reasons why events have happened and can hypothesise about how things might have been different in other circumstances.
8. Standards and achievement are well above those expected nationally in music. In lessons, pupils learn musical notation, sing, play and learn to appreciate many different styles. The school extensively builds on these talents in two orchestras, various bands, choirs and clubs. This all helps pupils understand how music can be enjoyed and so helps them with their life skills and chances. Similarly, art and design provides another highly creative element and combines well with design and technology. Physical activity is not neglected and lessons are enhanced through a very wide range of after-school activities and events.
9. The school tries to provide as many different opportunities as possible so all pupils can achieve in whatever sphere they are able. This allows pupils who achieve at a lower academic level to build their self-esteem and find something that they can excel in. Pupils on the special educational needs register achieve very well. Data analysis from statutory and non-statutory tests show that these pupils are well supported. The school closely analyses the needs of those from minority ethnic backgrounds and those who are at an early stage of learning English. Again, their needs are addressed very well and they make the same level of progress as their English-speaking peers. The gifted and talented register ensures that pupils who show a particular flair are given advanced support to enable them to achieve very well.

Pupils' attitudes, values and other personal qualities

Very high levels of punctuality and attendance have been maintained. Pupils enjoy school and behave very well. Provision for spiritual, moral, social and cultural development is very good.

Main strengths and weaknesses

- Attendance is well above the national average.
- Pupils' attitudes to work and their relationships with others are very good.
- Spiritual, moral, social and cultural development have all improved since the previous inspection.

Commentary

- Behaviour in lessons is usually very good and often exemplary. It contributes very well to the busy working atmosphere of the school. Staff encourage pupils to *'think things through'* and to collaborate with others in their learning. The levels of maturity they show in organising themselves into groups and negotiating to fulfil their learning objectives was impressively demonstrated by pupils in Year 4 during their lesson to discuss the pros and cons of tourism in St Lucia.
- Pupils feel secure at breaktime and enjoy their time in the playground. They play harmoniously in social groups and there are 'friendship buddies' across the school and 'guardians' in Year 6 who link with younger pupils to boost their confidence prior to moving up the school. Pupils are fully integrated into the life of the school, for example taking part in school clubs and productions. Relationships with other pupils are very strong. There is mutual concern and respect among pupils. Personal development is monitored very closely and social skills groups meet regularly.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.7	School data	0.0
National data	5.1	National data	0.4

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

- The high levels of attendance and pupils' punctuality are indicative of the high regard pupils have for their school. In their recent survey, many expressed the trust they share with staff and their appreciation of the way teachers help them. They respond to the challenges of very good teaching by striving to achieve their best. Older pupils are responsible and thoughtful and provide very good role models in the way they behave towards others. There have been no exclusions in the past year.
- Provision for pupils' spiritual, moral, social and cultural development has strengthened since the previous inspection. It is rooted in the shared vision for the school. The very strong links with local churches are testimony to the Christian ethos which underpins all relationships and ambitions for pupils' achievements. Christmas, Harvest and Ascension celebrations in church provide pupils with the chance to experience worship within a congregation. Reflection on the celebrations and festivals of other faith cultures is a feature of the many assemblies in the school. In lessons, teachers encourage pupils in thoughtful reflection. *"How do you feel about...?"* or *"what do you think...?"* are key questions in discussion about art, literature and music. A very good example of spiritual development was seen in Year 6 when pupils were asked *"Does the Earth have a spirit?"*. Their answers bore witness to their understanding of the environment and an understanding of the world around them.
- Provision for pupils' social and moral development is very good and is fully embraced in the expectation that pupils will develop as mature, responsible citizens. All adults are outstanding role models for pupils in the way they work together and support one another as a team.

Consequently, pupils are co-operative and willing to take on extra responsibilities. They contribute ideas for the codes of conduct for classrooms and the playground and have a strong sense of what is fair and acceptable behaviour. Pupils willingly support charities, especially remembering those who are homeless. They contribute very well to community life, for example by entertaining the elderly at Christmas or taking part in ventures to improve their environment.

- Cultural development is promoted very strongly in the school and has improved significantly. Pupils' awareness of their own heritage is consolidated by a very good range of visits to places of interest as well as a local study of Kew village. Pupils learn about mutual respect, as well as the richness and diversity of different cultures through topic-linked art, music, assemblies and literature. A link has been established with a school in Namibia so pupils can exchange information as well as help to provide much-needed resources. Pupils also engage in a joint venture with their local church to help provide a water borehole for a village in Africa.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is very good. Teaching and learning are both very good, as are the curriculum and the care, welfare and safety of the pupils. There are excellent links with parents and with the local community and very good links with other schools.

Teaching and learning

Teaching, learning and assessment are **very good** overall even though there are some weaknesses in teaching in the Foundation Stage.

Main strengths and weaknesses

- Teaching is highly challenging and develops the basic skills well except in the Foundation Stage.
- The combination of a very wide range of methods in Years 1 to 6 provides exciting stimulating learning and highly motivates pupils of all levels of capability.
- Teaching assistants are used well.
- Assessment is used very well to improve the quality of learning for all.

Commentary

- The high quality of teaching in Years 1 to 6 is the reason why pupils learn so well. Good and often better lessons were observed in all year groups, and in a significant number of lessons, teaching was outstanding. This is why teaching has continued to improve from a strong position at the last inspection. The approach to combining the planning for the basic skills of literacy, numeracy and ICT with opportunities for a creative curriculum have meant that the high numbers of pupils with above-average ability are being challenged to think for themselves. At the same time, average- and lower-attaining pupils are given plenty of opportunities to consolidate their learning.

Summary of teaching observed during the inspection in 45 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
7 (16%)	15 (33%)	13 (29%)	10 (22%)	0 (0%)	0 (0%)	0 (0%)

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

- Teaching in the Foundation Stage is satisfactory overall and children are ready for work within the National Curriculum. It is unsatisfactory in the teaching of writing and some aspects of creative development. The good relationships ensure that children settle well and learn how to work and mix socially. However, whilst the early learning goals provide the basis for the

planning, the way that these are delivered does not always give these young children the chance to develop during their independent play. Teachers provide structured opportunities for children to work as a group but, when the children are working independently, the guidance provided is insufficient to allow them to build on the skills that they have been taught previously while at the same time making their own choices. This partly affects the start that is made in Year 1 although they quickly become more confident learners.

18. Throughout the rest of the school, teaching is very strong with no significant weaknesses. This consistency in the quality has come about through intensive and collaborative monitoring, evaluation and an outward-looking approach to development. Teachers' subject knowledge, such as that seen in music, English and art and design, is very good. Specialists are used to good effect to work alongside colleagues to help with their own development. Teachers plan together and this enables them to draw on each other's strengths and expertise. This very good planning ensures that work is at the correct level for the age groups and that all areas of each subject are covered comprehensively. It often combines a number of subjects while developing the specific skills of each. A new and innovative approach to creative learning is providing pupils with high levels of challenge to their thinking. For instance, in an excellent mathematics lesson in Year 6, the pupils tried to find the number of times that a pool ball would hit the side of the table before it fell into a pocket. By further experimenting using variables, they were able successfully to build up a number of interesting general rules about the size of the table and the number of strikes. Some of the quality of discussion that took place was at a level that might be expected of much older pupils.
19. Pupils are expected to work hard and there is some excellent encouragement to make sure this happens. They are highly challenged through the very effective range of different methods of teaching and class organisation. This might be through setting, small and large group work or by teachers allowing pupils to work independently away from an adult. Pupils are fully trusted and the pupils respond positively to this level of responsibility. Lessons start briskly, usually with a recap about what has gone before or the reasons for what they are about to learn, therefore pupils are clear about what, how and why they are undertaking a particular area of study. The planning often relates well to this with notes such as *'the class are now ready to move on to...'*. Unacceptable behaviour very rarely occurs because the pupils are motivated by their learning although there are clear policy procedures in place and teachers know how to divert potential incidents.
20. The use of specialists, experts and well-qualified learning assistants provides an extra dimension to the opportunities offered to pupils. A number have high levels of expertise and are being trained to take on further responsibilities. Pupils with special educational needs are normally taught as part of the whole class, with additional support. Statemented pupils have one-to-one support. They develop very good and secure relationships with their assistants who liaise with teachers over targets. Additional focused teaching to boost specific skills is very effective and results in very good achievement. There are a number of withdrawal groups for music, mathematics and English, which are helping the most able pupils to further extend their skills and understanding. One of these has been studying the Carnegie shortlist of books, whilst a music specialist has been teaching pupils to use improvisation techniques through participation in a jazz group. The co-ordinator for minority ethnic groups closely monitors pupils' needs and teaching requirements. This ensures that all pupils are very well supported and can make levels of progress similar to their English-speaking classmates.
21. The quality of assessment is very good. Marking is very thorough and has improved considerably from the last inspection, when it was an issue. Teachers keep comprehensive notes about individuals in their class, which are used to plan lessons. Regular formal and informal testing happens in all classes and the information collected is used very well to help define any areas of underachievement and, as importantly, any high achievement at an early stage. Appropriate support is then provided.

22. All of this results in exciting learning, an increasingly mature attitude to study and a very good start on developing lifelong learning techniques. The success of these methods can be seen in the high levels of achievement of all pupils by the end of Year 6.

The curriculum

Overall the curricular provision is very good. It is satisfactory in the Foundation Stage and of very good quality in Years 1 to 6. The wide range of extra-curricular activities is exceptional and supports the curriculum very well. The quality of resources is good and the accommodation is satisfactory.

Main strengths and weaknesses

- The development of pupils' personal, social and health education is very good.
- The curriculum is enriched by an extensive and varied range of visitors and visits, together with an outstanding range of after-class activities.
- Provision for pupils with special educational needs is good.
- There are weaknesses in the curriculum provided in the Foundation Stage.

Commentary

23. The quality and the range of learning opportunities provided are very good in Years 1 to 6 and have improved since the last inspection. The school very effectively ensures that the pupils are provided with a very interesting and varied curriculum. This very effectively meets the needs of all pupils of all abilities through high quality and detailed planning, as well as using national strategies and nationally and locally recommended guidelines. Statutory requirements for all National Curriculum subjects are fully met. The school is very effective in being involved in local education authority initiatives and innovations to support the curriculum. For example, it has introduced the teaching of French in the upper part of the school.
24. The curriculum for the Reception children is satisfactory. Teaching staff plan using the Foundation Stage curriculum that is based on a nationally-recommended programme of work. However, not all staff fully understand the need to provide a full range of Foundation Stage activities and the curriculum does not always cater for the needs of all the children. This means that they do not progress sufficiently well in some areas of learning such as language and literacy and creative development.
25. Provision for personal, social and health education and citizenship is very good and includes sex education and discussion on drugs awareness. The school plans exceptionally well for the development of pupils' work in musical and physical activities. It is justly proud of the allowance it makes for such things as its orchestra, art and dance; the Arts Week has made a significant contribution to this. Together, these activities enrich the curriculum for all. The school makes very good efforts to involve pupils in the full range of schoolwork, by making full allowance for the needs of different pupils where it is required. Overall, the school makes very good provision for equality of opportunity and in so doing allows all pupils access to what it provides. Pupils are very well prepared for their entry into a wide range of secondary schools and this greatly eases their transition.
26. The curriculum is modified to match the specific needs of pupils. Access to the wide curriculum is provided for all pupils. Provision for pupils with special educational needs and for those from minority ethnic backgrounds is very good. Sometimes pupils withdrawn for small group or individual tuition have to sit in corridors which could distract them from their work but assistants and teachers understand the problems and deal with them very effectively.
27. The school provides an exceptional range of extra-curricular activities, including football, netball, tennis, orchestra, recorders, jazz, song, dance and touch-typing. The school welcomes many visitors, including artists, writers, and local clergy as well as drama and music groups. A wide range of educational visits is arranged to places in the wider London area and

the school also makes good use of the local area of Kew. These activities make a significant contribution to pupils' personal and social development, as well as enhancing their understanding and skills in different subjects.

28. The school's accommodation is satisfactory overall. Good improvements have been made recently to the Foundation Stage and most classrooms here are bright, airy and spacious. The two halls are both of good size and used well but lessons in these two areas are unavoidably disrupted by pupils and adults moving through to reach other parts of the school. The library and computer suite are both located centrally but are also used as thoroughfares and this makes teaching and learning very difficult in these areas. Some of the classrooms are very small for the number of pupils present and are only accessible by passing through teaching spaces or by going outside. Consequently, the teachers and pupils do well to achieve as much as they do in such circumstances. Many of the rooms are also in need of refurbishment, as are the pupils' toilets. The playground space available for pupils is adequate but the school lacks a suitable field for outdoor games. However, staff and pupils do not let the limitations of parts of the building depress them. Rooms are clean and tidy, and displays of pupils' work enhance the working environment. Resources are good in quantity and they are generally of high quality, neatly and safely stored and readily available to staff, and, where appropriate, to pupils. The school is well staffed by a dedicated and well-informed group of teachers and support staff. They complement each other very well in providing a varied and interesting curriculum for their pupils.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is very good, as is the provision of support, advice and guidance based on the monitoring of pupils' achievement. The involvement of pupils through seeking, valuing and acting on their views is also very good.

Main strengths and weaknesses

- Pupils are very well cared for and feel confident and happy in school.
- Pupils have very good access to well-informed support, advice and guidance.
- Processes for seeking pupils' views are highly effective.

Commentary

29. This is a very caring and vibrant school where the safety and well-being of pupils have a very high priority. The very good arrangements to ensure pupils' health, safety and well-being have been maintained since the last inspection. The headteacher and a governor carry out regular risk assessments. A high level of adult supervision, along with the sensible behaviour of the pupils, means that the school day runs very smoothly. The procedures in place for child protection comply fully with requirements. The headteacher holds responsibility for child protection and all members of staff are regularly updated about procedures in this area. The assistants are very experienced in administering first aid and are dedicated to providing the best of care for all pupils. A thorough system to highlight the medical needs of specific pupils is in place and ensures that all those responsible for their care are fully informed about their requirements. The medical room is appropriate in size but is not used solely for pupils.
30. The school monitors pupils' personal development very well through regular entries in each teacher's 'Red Book'. As a result, support and guidance are securely based on very good knowledge of the individual. Academic and personal development are both monitored very closely. Daily records and target reviews are discussed weekly at the special educational needs group meeting, so the co-ordinator is fully aware of individual progress. Reviewed management of individual education plans is very effective. They are closely documented and provide a means of recording progress quickly and accurately. Targets are reviewed as they are met. All staff are fully sensitive to specific needs. There has been whole-staff training for the development of social skills. Lunchtime supervisors have packs of information that help

them to deal sensitively with issues that may arise. The level of support for pupils is outstanding.

31. The very good relationships between pupils and staff ensure that all pupils have at least one adult they can talk to if they have a concern. The results of the pupils' questionnaire and conversations with the pupils during the inspection confirm this. Pupils are very much involved in the life of the school and their ideas and opinions are highly valued and often acted upon. The school council is a very good forum for pupils to express their views and to work in partnership with the teaching staff, the governing body and the Parent Staff Association. For example, recent developments to make play sessions outdoors more friendly and to improve behaviour originated from the school council.

Partnership with parents, other schools and the community

The school's links with parents and the community are excellent. The school's links with other schools and colleges are very good.

Main strengths and weaknesses

- The outstanding partnership with parents helps support pupils' learning very effectively.
- Links with the community and use of resources in the locality to improve pupils' learning are exceptional.

Commentary

32. The school deserves the very high popularity it enjoys among its parents. The partnership between the school and parents is even better than it was at the last inspection. The school is very pro-active and successful in securing support from parents and makes excellent use of their talents and expertise to help extend learning for pupils in a variety of ways. Many remarkable examples were seen throughout the inspection and similarly effective contributions are made throughout the year. For example, the new designs for proposed improvements to the building were put forward by two parents who are professional architects. More than ten parents who are talented musicians play instruments alongside pupils in the school orchestras. Parents run many of the clubs and extra-curricular activities. A very high number of parents volunteer to help in school on a regular basis and parents also help with class trips and swimming lessons.
33. The quality of information provided for parents is excellent and helps support the link with families extremely well. The prospectus and governors' annual report contain all of the required information, along with much detail about all aspects of school life in an attractive, parent-friendly format. Regular newsletters and the school's website also help to keep parents fully informed. Pupils' end-of-year reports give a clear picture about their achievement in each subject. Parents value the 'Gold Book', which contains pupils' targets for improvement alongside regular samples of their work. Parents are kept informed about the curriculum through meetings and annual reports of progress and are provided with practical ideas as to how they can help support learning at home.
34. The school very much values the contribution that parents make to help support learning for their children. The Parent Staff Association is very active and organises social and fundraising events throughout the year. Their efforts have secured important extra funding for additional resources and have provided significant improvements such as the school library. Parents who responded to the inspection questionnaire and attended the parents' meeting were all highly favourable about all aspects of school life. Parents of children with special educational needs are fully involved in the reviews of statements and individual education plans. They receive copies and support children very well at home. They have easy access to teachers to discuss any concerns they may have, because of the school's open and welcoming approach.

35. The school has established an excellent partnership with the community. Parish priests lead collective worship in school each week and pupils attend special services at St Anne's Church. The school makes very highly effective use of its proximity to Kew Gardens and is involved with a variety of activities there. Its place as a BP Link School provides additional learning opportunities in science. Pupils' musical expertise benefits from the school's link with Kew Young Musicians. A prestigious and innovative link to support reading is the school's participation in selecting the winner of the Carnegie Medal and the Kate Greenaway Award. The programme of visitors and class trips reflects the school's commitment to make the maximum use of all available resources. The school maintains a very good link with Brunel University. This mutually productive partnership provides student teachers with valuable classroom experience and enables teachers to extend activities for pupils and review and refine their own teaching skills.
36. There are well-planned arrangements to help Year 6 pupils transfer to secondary schools. Meetings with parents regarding the transition to secondary school commence in the summer term of Year 5. During Year 6, the headteacher meets with parents individually to provide guidance regarding their decisions. However, the school is limited in the scope of its transfer arrangements because pupils move on to approximately 20 different schools.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The headteacher provides very effective leadership and is very well supported by senior members of staff. Management is very good overall. The work of the governing body is very good.

Main strengths and weaknesses

- The excellent vision and high aspirations of the headteacher drive the school forward.
- The leadership of subject co-ordinators and other key staff is very good.
- The governing body of the school is highly effective because it is very well informed and closely involved.
- There is strong commitment to the monitoring role of leaders in raising standards and achievement.
- The professional development of staff is very effective because it is closely linked with the school's long-term development plans.
- Some areas which have been identified for improvement have not yet been completed.

Commentary

37. The leadership and management of the school are very good. The headteacher's vision for the school is excellent; she is inspirational and single-minded in her drive for higher standards and in her belief in the importance of the school's role in the enrichment of pupils' learning experiences. Through the school's status as a Beacon school, she has led it in a number of leading-edge national initiatives. The whole school community, including other managers, teachers, the governing body and the parents and pupils, supports this vision and shares a common sense of purpose. The school's vision plan is drawn up by means of a process of wide consultation which involves a significant input by the governors in both identifying priorities and in costing how these will be met. Many of these priorities not only involve the more immediate future, but also identify areas for much longer-term development such as for better provision in the Foundation Stage, which has started with a refurbishment of the accommodation. It is now planned to raise the quality and provision through an intense programme of professional development.
38. The broadly-based senior management team and those with other management responsibilities operate very effectively through good teamwork and efficient communication. The headteacher's leadership of the curriculum and teaching are very good overall. The management of special educational needs is very good. All documentation is safely stored

and confidentiality maintained. The co-ordinator has a very good overview of provision through weekly meetings. Governors monitor provision very closely and discuss their findings with the school. Teaching assistants' work is monitored as part of performance management. Feedback and target settings complete the cycle very effectively. The performance of pupils is analysed and evaluated to ensure the provision is working. Liaison with outside agencies makes sure children's specific learning needs are met. Teachers with management responsibilities regard monitoring and evaluation as a key aspect of their role. Teaching and learning are monitored regularly and effectively through direct classroom observations and by tracking pupils' achievement. Leadership of the Foundation Stage is satisfactory but has been identified within the school improvement plans as an area of development. The aim is to quickly raise the quality to the same high level as that in rest of the school. The school has the capacity to make these changes effectively.

39. The school has a very clear understanding of its strengths and areas for development. Pupils' very good achievement is promoted through the close analysis of their current and potential performance and the identification of key groups of pupils for whom additional support is likely to be needed. Alongside the clear focus on the continued raising of achievement for every pupil runs a strong commitment to enhancing the skills and experiences that underpin learning. This happens, for example, through the lessons in thinking skills and the excellent provision for curriculum enrichment. In this way, leaders demonstrate their commitment to the ideals of inclusion and the needs of individual pupils. Leaders demonstrate strong commitment to the school as a society where all are equally valued and where the needs of all pupils are recognised and met.
40. The long-term professional development of staff identifies and nurtures potential through a range of opportunities. For example, staff presentations to the governing body are used not only in order to keep governors well informed but also in order to develop new skills in teachers. The performance management of staff is very good, has clear and sustained links with the school vision plan and is used to identify areas where in-service training is needed. The school offers very good support to newly-qualified teachers. The contribution which the school makes to initial teacher training is excellent. It offers a number of placements each year to trainee teachers and, through the headteacher, has high-level links with leading outside agencies in this field.
41. The governance of the school is very good. Because governors are closely involved in much of what happens in the school, for example by taking part in staff in-service training, they are very well informed about its strengths and areas for development. They show excellent understanding of the wealth of data relating to pupils' standards and achievement and use this to target financial input where it is most needed. Governors who take responsibility for a particular subject or area of the work of the school write an annual report which, as well as acknowledging success, makes recommendations for further developments. The governing body fulfils its statutory duties well. There is very good communication and co-operation between the headteacher and members of the governing body and this represents good progress from the situation reported at the time of the previous inspection.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	1,137,183
Total expenditure	1,108,164
Expenditure per pupil	2,638

Balances (£)	
Balance from previous year	164,844
Balance carried forward to the next year	199,220

42. The school handles its finances very well. The high level of expertise available within the governing body is complemented by very good administrative personnel who enable the day-to-day procedures to be carefully considered. The school's Beacon funding, as well as a high level of capital funding, means that the income is relatively large. However, this is all used very well and tight budgetary control is constantly monitored to ensure effective use is made

of all money. The high sum being carried forward at present is sensibly earmarked for a major rebuilding project that will be finalised during the coming year, and for further resources and training. Even so, the expenditure per pupil is within the average range, providing further evidence of the very good financial control. Given the school's high standards, the quality of educational provision and cost of providing this, the school gives very good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is satisfactory overall but preparation for Year 1 of the National Curriculum is not as effective as it could be. This represents a decline since the last inspection when the provision for Reception children was considered to be good. The children enter one of two Reception classes on a part-time basis at the start of the academic year in which they will be five. They continue their Foundation Stage education on a full-time basis in January. Induction procedures are satisfactory. There are meetings with the headteacher and staff prior to starting school and parents are encouraged to stay with their children until they settle. There are no home visits and all children start school together.

Attainment on entry has changed since the last inspection and is as expected in all areas of learning. This is because of the widening and increased diversity of the school's catchment area. The children in Reception achieve satisfactorily and attain the expected levels in all areas of learning, except communication, language and literacy and creative development, by the start of Year 1. The quality of teaching and learning is satisfactory. Staff establish good relationships with the children and treat them with warmth and affection. However, they lack a secure understanding of how young children learn and, at times, inappropriate methods are used to teach them. Procedures for checking the children's progress are satisfactory but the information gained is not always used to best effect. The Foundation Stage curriculum is broadly based on a nationally recommended programme of work. However, the teachers do not always link activities with the stepping-stones or stages in the Foundation Stage curriculum. The Foundation Stage team is appropriately led. The accommodation is good, with spacious classrooms, a new creative learning area and access to the outdoor area. However, the creative learning area is not used well enough to support the children's learning. Insufficient use is made of the safe and secure outdoor area, which is not used as an integral part of the school day. This has a negative impact on the children's learning because they miss out on some physical activities.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are provided with a wide range of learning opportunities that promote their personal, social and emotional skills.
- At times, adults over-direct the children or do not ask them challenging questions.

Commentary

43. Children make satisfactory achievement in their personal, social and emotional development and are on course to attain the expected level for the end of Reception. When the children start school, they cope well with their personal hygiene and daily routines. They take turns with equipment and play sensibly with their peers. Teaching and learning are satisfactory. Staff interact appropriately with the children but not all of them have an acceptable level of knowledge and understanding of the needs of these young children. For example, they do not always move their learning forward by asking challenging questions or providing stimulating activities. This means that the children lack the ability to take initiative in their play and manage tasks appropriately without adult supervision.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Achievement is unsatisfactory because there is too much teaching emphasis on the mechanics of reading and writing and not enough on allowing children to build up their own independent understanding of books and writing styles.

Commentary

44. Most Reception children speak with confidence and listen carefully within group situations. They recognise key words that they have been taught but few children show eagerness to share and enjoy books. When they read to adults, their understanding of the text is limited. This is because too much attention is given to decoding words and, consequently, the children show little knowledge of the storyline. They hold pencils correctly and mostly copy underneath adults' writing. However, few have a clear understanding of the relevance of making marks on paper. Children also make unsatisfactory progress in their writing skills because it is not modelled in a way that will aid children's own style. Teaching and learning is unsatisfactory overall in this area of learning. The work planned by teachers does not meet the needs of the more capable children, who are given the same work as the others. Consequently, few children are on course to attain the early learning goals by the end of their Reception Year.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Good use is made of games to promote learning.
- Mathematical development is not taught consistently.

Commentary

45. Children achieve satisfactorily in this area of learning and most are on course to meet the levels expected for the end of Reception. Teaching and learning are satisfactory overall. Most children accurately count up to ten with adult support. The more capable add two numbers together and most children confidently play mathematical games such as snakes and ladders up to the value of five. They recognise two-dimensional shapes and understand positional terms such as '*below*', '*beside*' and '*above*'. However, the children are unable to recall their favourite number songs and there are fewer examples than might be expected of written work. This limits the amount of progress the children can make in their development of knowledge, skills and understanding.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The range of construction toys is good.
- At times, planning is not suitable for the children.

Commentary

46. Teaching and learning are satisfactory in this area of learning and enable the children to achieve appropriately. The children show an interest in computers and most confidently use the mouse to click and drag colours to make a picture. They enjoy using a road map when they play with the cars and draw pictures of people and places that are special to them. Most children confidently build and construct using a good range of different construction toys. However, at times the planning in the Reception is often more biased towards formal activities, such as when the children are required to categorise '*living and non-living*' objects. This means that for those children who need them, their opportunities to learn through structured play are limited.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- There is a good range of resources provided indoors.
- The outdoor area is underdeveloped and does not have enough stimulating equipment for the children to develop their knowledge and skills sufficiently well.

Commentary

47. Children start school with appropriately developed physical skills for their age group and achieve satisfactorily during their time in Reception. They are on course to attain the level expected nationally for the end of Reception. Teaching and learning are satisfactory. The children quickly learn to respect the personal space of their friends and move with care when playing in the creative learning area. They show increasing confidence when they walk, jump and run during physical education lessons in the hall. The children satisfactorily develop their fine motor skills when they use small utensils such as pencils, crayons and scissors and develop further when they handle objects such as play dough. However, insufficient use is made of the outdoor area, which does not have enough learning equipment available to the children and is not used as an integral part of the school day.

CREATIVE DEVELOPMENT

Provision in creative development is **unsatisfactory**.

Main strengths and weaknesses

- A good range of activities is organised to interest the children.
- Teachers prepare too much of the materials and this stifles the children's creativity.

Commentary

48. Achievement is unsatisfactory and the children are unlikely to meet the goals expected for the end of Reception in this area of learning. Staff organise a range of interesting opportunities for children to learn how to use their imagination. These are linked to themes and topics, such as '*The Farm Shop*', which are meaningful to these youngsters. However, the adults do not interact with the children sufficiently well during role-play activities and this results in missed opportunities for learning. In addition to this, too many creative tasks are over-prepared in advance and consequently, the children are not given sufficient opportunities to explore materials and express themselves freely. For example, the children are given prepared templates or provided with pre-selected materials. They are therefore not able to develop their own imaginative skills, and this has a negative impact on their creative skills. Whilst the planning is well considered and the expectations set are good, the organisation for developing the progress of the children relies too heavily on directing the group and thus teaching overall is unsatisfactory.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH AND MODERN FOREIGN LANGUAGES

English was inspected in full but French was only sampled in a few lessons.

English

Provision in English is very good overall.

Main strengths and weaknesses

- Standards are well above the national expectation and achievement is very good throughout Years 1 to 6.
- Teaching is very good and promotes a love of language in pupils.
- Assessment and marking is very good because it enables pupils to understand their own progress.
- Leadership and management are very good, with clear plans for further development.
- There is an excellent programme for the enrichment of the curriculum.

Commentary

49. In Years 1 and 2, achievement is particularly good in the way in which pupils use their developing language and self-confidence to exchange ideas through discussion. They make very good progress in using their wide vocabulary to add detail and description to what they write. All pupils develop a great love of books and reading, which stays with them as they get older. Higher-attaining pupils begin to develop a very good sense of the audience and purpose of their writing, varying their style effectively. The achievement of all pupils, including the very youngest, is enhanced by their understanding of how to improve their work.
50. Attainment in Year 2 and 6 is well above average. Pupils are very articulate. They have very good listening skills and make very good use of discussion to enhance their progress by considering the ideas of others. Pupils plan their work well to appeal to their intended audience, building on the very good progress made in this earlier in the school. Their writing style becomes more mature as they move through Years 3 to 5 and by Year 6, they make effective use of strong persuasive and descriptive writing. They develop a sensitive, thoughtful approach to literature. Pupils' very good understanding of their own levels and targets and what they need to do to meet them enhances their achievement. Across all years, good progress has been made since the previous inspection in developing neat, joined handwriting and in presenting work well.
51. The quality of teaching and learning is very good overall and is better than at the previous inspection. Teachers plan their lessons well to be challenging and to include a good range of activities and groupings. This maintains a brisk pace and promotes high levels of concentration and commitment among pupils. Across the age range, very good challenging questioning stimulates high quality discussion between pupils, who respond with great interest and enthusiasm. They think hard about their contributions. Pupils of all ages are given a wide range of writing tasks, which develops their ability to write for different audiences and purposes. Throughout Years 1 to 6, the quality of marking is very good because it offers clear advice to pupils on what they need to do in order to improve. All pupils, including the youngest, show good understanding of their own progress. Pupils in Year 6 are prepared very well to meet the demands of their National Curriculum tests.
52. The leadership and management of the subject are very good. There is a strong commitment to raising standards still further at the same time as enhancing pupils' enjoyment and love of language. There is a clear cycle of development planning which identifies and prioritises key

areas. This has been shared with the governing body as well as all staff and there is a good relationship with the governor who takes special responsibility for literacy. Very good use is made of assessment data to track pupils' progress, especially that of groups who have been identified as being potentially in need of additional support. The schemes of work are good because they are constantly updated, are the product of good teamwork and offer clear guidance to teachers. The in-service training offered to teachers on how to use national curriculum levels to assess work has resulted in the accurate and consistent use of these to measure and track pupils' progress and allowing pupils to understand how they need to improve. The planning and use of ICT in the teaching of English is good. There is an excellent and varied programme of curriculum enrichment, for example through the discussion groups looking at the Carnegie medal shortlist.

Language and literacy across the curriculum

53. The standard of literacy in subjects across the curriculum is very good. Pupils of all ages are confident and articulate and make very good use of discussion to explain and exchange ideas. For example, pupils in Year 2 were able to explain clearly some complicated mathematical vocabulary. In science, pupils listen well to each other and respond positively to hearing other people's ideas. Pupils make very good use of a range of reading and writing techniques to meet different purposes, using good specialised subject vocabulary to clarify meaning, for instance in science. In history and geography, the quality of pupils' writing is a significant strength and it is used very effectively to explore and record pupils' understanding of key skills. They make use of advanced literacy knowledge such as note-making and the use of bullet points.

Modern foreign languages - French

54. In the lessons sampled, pupils' standards of oral French were higher than those normally seen from pupils in Years 3-6 and their progress in lessons was good. Pupils are very confident in their use of speaking and listening in French, and have good recall of vocabulary, which means that their response to discussions is enthusiastic and sustained. Nearly all pupils can speak in short sentences using the present tense of verbs and appropriate adjectives. They have good understanding of points of grammar, for example the placing of most adjectives after the noun. When discussing the weather, some pupils were able to say what the weather was not doing by using their accurate recall of the negative construction. They have a generally good, accurate accent, avoiding using the English pronunciation of French words.
55. The teacher is a French specialist and has a very good accent and fluency, offering a very good example of spoken French. Use is made of specific language to give instructions, ask questions and deal with classroom routines. There is planned progression through vocabulary and grammar, using a commercially produced scheme of work. The lessons are of an appropriate length for pupils of this age and the teacher uses a good variety of resources, including ICT facilities, in order to maintain concentration and enthusiasm. Pupils responded particularly well to the teacher unpacking an overnight bag of garments in order to discuss the vocabulary for clothing. Pupils' enthusiasm for the subject and their desire to display their knowledge and understanding sometimes leads them to shouting out without following the conventions of discussion, and the teacher does not make her expectations for this clear enough. Similarly there is too much tolerance shown when pupils break off into brief periods of chatter, in English, amongst themselves.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- High standards have been maintained.
- Teaching is very good overall and there are pockets of excellent teaching.
- Pupils' attitudes and their enthusiasm for the subject are very good.
- Leadership and management are very good.

Commentary

56. Standards seen in mathematics are well above the national expectation at the end of Year 2 and Year 6. The inspection findings are consistent with the standards attained in national tests over the past four years. There is little difference between girls' and boys' performance in mathematics or for those from different abilities or from minority ethnic groups.
57. The very good achievement can be accounted for by the very good teaching pupils receive in Years 1 to 6. At times, teaching is outstanding, because of the pace and challenge teachers plan into their lessons. Pupils in Year 2, for example, had to understand the extensive mathematical language of addition, subtraction and multiplication in order to choose the right methods to solve each step of their 'thinking problem'. Their mental calculation was quick and accurate. A very good variety of teaching methods is used to help pupils learn. Some highly effective use of the interactive whiteboard kept Year 3 pupils on their toes when learning the place value of numbers as participants, and spectators became fully engrossed in a challenging numbers game. Teachers plan lessons and use time very well so there is always a good balance between oral and mental work, and practical activity. In many lessons, teachers relate what pupils do to everyday situations; consequently, tasks become more relevant. For example, to *'find a new way of measuring for a new carpet in the classroom'* sounds more appealing to seven-year-olds than simply learning about area. Relationships are always very good. Pupils' contributions to lessons are valued by teachers, who ensure also that more reticent pupils who may have additional needs are given time to share their views. As a result, pupils are secure and confident in lessons and more willing to take part. Teachers take account of the full range of abilities in classes. Extra support is provided for pupils who need to boost some basic skills. More able pupils are given more challenging work, sometimes by working with a different age group. Some Year 6 pupils have already sampled the secondary school curriculum. Teachers make very good use of day-to-day assessment. Lessons often begin with an evaluation of pupils' previous work so that they build systematically on what they can already do. Pupils regularly do a good range of relevant homework which supports learning in school very well.
58. Leadership and management in mathematics are very good. Inclusive analysis of assessment data has provided the co-ordinator with a clear picture of progress and achievement throughout the infants and junior classes. Targets are set and reviewed regularly to monitor for possible underachievement. All teachers are aware of more vulnerable learning groups within their classes and assessment information is used very effectively when planning for them. The co-ordinator leads a committed team whose collective aim is to maintain the high quality seen in the subject.

Mathematics across the curriculum

59. The application of mathematical skills and ideas is planned very well and pupils use these skills very effectively in other subjects. In science, for example, Year 6 pupils explored different angles on a path of light. Mathematical terms such as 'reflex' and 'obtuse' are used accurately by pupils. In Year 1, pupils are introduced to co-ordinates and directional language when developing their geographical skills. Pupils use timelines in history to work out the chronology of events and there are opportunities in physical education for pupils to measure and time their own performances. In mathematics lessons, teachers discuss the practical approaches of mathematics in everyday life, for example how symmetry is found in pictures, buildings and ornaments. This enhances pupils' understanding.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Standards are high and achievement very good; this has been the case for a number of years.
- There is a very good emphasis placed on practical activities as a way of improving scientific understanding and stimulating learning.
- Leadership of the subject has been consistently very good and has helped to continue the improvement in provision since the last inspection.

Commentary

60. The good standards seen at the last inspection have continued to improve. This is because there is now a much higher emphasis placed on using investigations and practical work to develop pupils' understanding about scientific knowledge. Monitoring the quality of teaching and how well pupils are learning has eliminated any underachievement and the school is constantly looking for new, innovative ways to help raise excitement about the subject.
61. Standards at the end of Year 2 are well above those expected nationally for pupils' ages and by the end of Year 6, they are very high. This is also reflected in the results of national tests. When measured against prior performance between Year 2 and Year 6, it has been very high since 2002 and is likely to continue this year.
62. All pupils in Year 2 are working at least within the age-expected levels. A high proportion are working at the higher Level 3. The investigations they have undertaken show that they make good use of their previously acquired knowledge as they start to think about what will happen in their own experiments. The works on electricity, for instance, shows that after an investigation, pupils could then draw simple circuits with labels. They accurately classify organisms and in a Year 2 lesson they readily talked about how a conker grows into a horse chestnut tree and acorns become oak trees, showing a good understanding of growth related to plants.
63. Through Years 3 to 6, this very good level of progress continues. In Year 5, pupils learn about germination, growth and pollination and through their investigation of seeds talk confidently about classifying plants and then about ways of seed dispersal. Their own background knowledge is very good by this age and they use this effectively to help them with further study. By Year 6, only about a third of the year group are working at the nationally expected level for their age; all others are working at much higher levels. For instance, in looking at reflected light, a high majority of the pupils could predict the path of deflection from the mathematical understanding of angles. They accurately drew the path of light and how this related to a straight path. All of this is what might be expected from pupils at least a year above them.
64. Achievement for all pupils is very good because of the high quality of teaching in well-prepared and executed lessons. A good deal of thought goes into a series of lessons to ensure that it is preceded by an exercise to stimulate pupils' thoughts and interests, and into planning practical activities that allow pupils the independence to think about their experiment and how best to carry it out. Teachers place a high emphasis on letting pupils work out their own experiments and try to avoid directing the way this should be conducted. In this way, pupils have to share their ideas with one another and think very hard about how to achieve the lesson objective. This type of work links very well to the school's aim of a creative approach to learning. Marking is thorough and often poses high level questioning of results to provide even more challenge in later lessons.

65. Leadership and management of the subject are very good. This is evidenced by the standards achieved, the comprehensive assessment of teaching, learning and resources and by the particularly good analysis of assessment and identification of both pupil and teacher need. To continue the progress made so far, the school is rightly looking at trying to provide more opportunities to use ICT during lessons in the classroom. As yet, most of this work takes place in the computer suite and is not available during science lessons as an integral part of the learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils achieve well because of the good opportunities that are offered and the strong planning and delivery of lessons.
- ICT is linked well to many other subjects.
- All teachers are very confident and competent in delivering the programmes of study.
- Leadership and management are good.

Commentary

66. The school has worked successfully to improve the use of ICT across the curriculum since the last inspection. As a result, there has been good improvement in provision and in the achievement of pupils. The suite is used regularly by all classes and the lessons link well with other subject areas. Whilst the time given to the subject is often above that recommended nationally, not so much time is allowed in classes to enable pupils to use computers as an integral part of their overall learning. This is to be the next development area and is identified within the improvement plan.
67. Standards for pupils in Year 2 are above those expected for their age and achievement is good. Pupils are confident in using a wide variety of programs and understand the reasons for choosing one particular program over another. For example, in one good lesson in Year 2, the pupils used a computer word bank to help them refine a piece of creative writing. As well as the connection with English, it also related well to a science topic on minibeasts. The pupils were confident in their knowledge of work they had already done and articulately explained their choices. Over half the class were working within the levels expected for pupils in Year 3 and the lower ability pupils were reaching the expected Level 2. In some cases, their ICT skills were higher than their literacy skills. Pupils have used drawing and painting software successfully and have a good understanding of how machines can be programmed and have built charts and graphs.
68. This good start in the infants is continued through Years 3 to 6. The various strands of the subject are all linked to work in other subjects. Pupils regularly research information using websites to find out about topics such as the Greeks, space and a study of the River Nile. They make some advanced presentations and have produced calendars and spreadsheets about Christmas shopping and breakfast foods. In discussion, pupils can explain what they have done and why the programs are used. They independently choose the best ones to use and are highly confident in expediting the tasks set for them. This all results in very good learning opportunities, and achievement continues to be good to the final Year 6 where standards are above those expected nationally for the pupils' age.
69. Teaching is good and pupils learn well. They are excited about the subject, work very well with each other and are highly motivated in lessons. On rare occasions there is a lot of noise but this is because the class want to get on quickly. Teachers are good at choosing exercises that stimulate an immediate interest and are relevant to other things happening during the week. They plan each new series of lessons carefully with each other to ensure that all pupils are

fully challenged and receive the same sorts of experiences. This enables the skills of ICT to be learnt but allows scope for teachers to bring their own individual interests into the teaching. Assessment has been started and while the co-ordinator recognises there is some more work to be done, it provides a good overview about how well the class are getting on. Through the analysis, it is also enabling weaker areas of teaching to be supported with professional development.

70. The co-ordinator for the subject provides good leadership and management. There is a clear vision for improvement that is effectively linked to the school's overall plan. Resources have been improved but do still have problems. The use of a technical assistant has helped resolve many issues but it is recognised that the varied access within classroom areas needs to be resolved. The use of interactive whiteboards is enhancing the work of teachers and has the potential to improve provision further when the local network is fully functional.

Information and communication technology across the curriculum

71. Information and communication technology is used very well across the curriculum although most of this takes place during specific ICT lessons. Links can be seen to almost all subjects and often to more than one at the same time. These links are highly relevant and enhance the work in other subjects. They help build on knowledge already acquired, and so develop better understanding. They are also used well to help develop investigations, a hypothesis, explanations and experiments of a practical nature that would otherwise be missed. An example of this was seen in a very good Year 4 lesson about the style of the painter, Georges Seurat. Here, the teacher was able to zoom in on the Pointillism of the artist so that the pupils could see why he was known for this type of painting. They then very competently tried to emulate this in their own computer-drawn pictures and produced very pleasing results.

HUMANITIES

Geography

Provision in geography is **very good**.

Main strengths and weaknesses

- Pupils are taught very well.
- There is a very good emphasis on the development of enquiry skills.
- Pupils' learning in geography is enriched beyond the classroom.
- Leadership and management are very good.

Commentary

72. Standards of work in geography are well above the national expectation at the end of Year 2 and Year 6. Pupils achieve very well because the teaching methods used challenge their thinking and geographical enquiry skills. Very good use is made of the locality around Kew Village and Richmond to stimulate local studies. Some visits, for example to Richmond Park, Kew Gardens or the Tate Modern, provide useful links with other subjects.
73. The quality of teaching is very good overall. Teachers plan lessons very well, building on pupils' first-hand experiences of field trips or by creating concept maps to establish what pupils already know about a topic. This gives pupils some ownership of what they learn, making it more relevant and purposeful. Teacher expectations are very high and pupils are encouraged to work independently. Some more able pupils are given opportunities to select topics of their own and carry out their own research, thus enhancing their learning. A very good range of teaching methods ensures pupils are fully engaged in learning and interest is sustained. For example, in a Year 4 lesson, the teacher set up a role-play situation whereby pupils took on various characters to give their views about the benefits of tourism. All

contributed very well to the debate and ideas were recorded and prioritised by the chosen 'reporters'. The activity successfully challenged pupils' understanding of human factors in geography and did much to improve their personal skills. The quality of work seen in pupils' books is very good. It is neatly presented and the range of written work shows that literacy skills are very well developed through geography. Some impressive work was observed in Year 6 where the pupils' study of environmental issues raised some profound and thoughtful questions.

74. Leadership and management are very good. Since the previous inspection, provision has continued to improve as a more relevant curriculum has brought about better enquiry skills. Standards and the quality of work are monitored well by the co-ordinator, and some informal monitoring of teaching has taken place in the classroom. Resources are good and there is an increasing selection of ICT software to aid research.

History

Provision in history is **very good**.

Main strengths and weaknesses

- Pupils achieve very well because teaching is very good.
- Learning is very effectively enriched by the range of visits to places of interest.
- The subject is led and managed very well.

Commentary

75. Standards of work seen at the end of Year 2 and Year 6 are well above the national expectation for those age groups. Pupils throughout the school achieve very well because of the quality of the teaching they receive and the many opportunities to 'bring history to life'. Pupils in Year 1, for example, visit Windsor Castle. In Year 4, they visit Southwark Cathedral and Verulamium to find out about Roman settlement. Visits to the Globe Theatre, Gunnersbury Victorian Museum and the War Cabinet office help pupils to empathise with aspects of life in the past.
76. The quality of teaching is very good. Teachers plan lessons very well and provide a good range of resources to help pupils explore the past. In Year 2, for example, photographs and a PowerPoint slide show captured pupils' interest and helped them to draw accurate conclusions about the differences they might have encountered during a seaside visit in Victorian times. The very good quality of pupils' work is a clear indication of their interest and enjoyment of history as well as of teachers' very high expectations of performance. All teachers use the subject very well to encourage the development of literacy skills. The quality of writing and the range of writing in different styles for different purposes are very good and sometimes exemplary in older pupils' work. Very good relationships underpin the quality of learning. Pupils are expected to work collaboratively and do so responsibly.
77. The subject is led and managed very effectively. The co-ordinator monitors standards and the curriculum by scrutinising pupils' work. The use of national subject guidance ensures pupils' knowledge and skills progress systematically. Good use is made of the improved range of resources; consequently, pupils' historical enquiry skills and overall achievement have improved since the previous inspection. Artefacts and archive materials provide pupils with very clear insights into history when, for example, they research the life-styles of Victorians.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

The inspection focused on music and physical education. Work was sampled in art and design, design and technology and physical education so it is not possible to give a judgement on provision in these subjects.

Art and design

78. Sketchbooks, displays and discussion with pupils and teachers indicate that the art and design curriculum is appropriately covered and pupils achieve satisfactorily. This is a similar picture to that reported in the previous inspection. In Years 1 and 2, the pupils start to select different types of materials on their own and talk about their work with developing confidence. They very clearly enjoy the freedom of experimenting with different processes and respond positively to the opportunities available. Whilst the quality of drawing in Years 1 and 2 is satisfactory, it is evident that the children's lack of independent experiences in the Foundation Stage negatively impact on their ability to use different materials and a variety of processes in their artwork. Consequently, pupils in Year 2 are still experimenting with and discovering the properties of different types of art materials. This was evident in a Year 2 lesson where the pupils were required to create collages using tissue paper. They were asked to use the sketches they had prepared previously to help them with this activity. However, although the sketches of different types of fruit were of reasonable quality, their collages were below the level expected for this age group. In fact, their excitement with this activity made the lesson challenging for the teacher who worked hard to highlight key vocabulary and link the style of work to famous artists such as Cézanne.
79. The subject is led and managed well by the co-ordinator who ensures that art and design skills are planned to support other areas within the curriculum. For example, in history pupils draw Tudor portraits and use their artistic skills to make plans in design and technology lessons. Staff display pupils' work well in classrooms and around the school and this provides further stimulus. Pupils who are gifted and talented artists are quickly identified and their progress is monitored closely. Art weeks further enhance the curriculum and contribute to pupils' achievement. Good use is made of information and communication technology to support pupils' learning, which has improved as teachers have incorporated more opportunities.

Design and technology

80. Scrutiny of books, work on display and discussions with pupils and teachers show that pupils in Years 1 to 6 are provided with appropriate experiences of a range of materials and techniques in design and technology and achievement is satisfactory. This is a similar picture to that reported at the time of the previous inspection. Pupils in Years 1 and 2 gradually start to gain confidence, generating their own ideas after a slow start. By Year 6, standards meet national expectations in designing, making and evaluating the end products.
81. Good cross-curricular links are made in design and technology sessions. For example, Year 5 pupils have designed and made slippers and use their speaking skills well to explain the difficulties encountered in their work. They also identify how they can improve their methods, for example by making the slippers a little larger so that they are not too tight and could come off easily. Links with religious education are also well established. For example, Year 2 pupils have designed and evaluated multi-coloured coats for 'Joseph'. Pupils use their very good literacy skills to write instructions on how to make artefacts, what is needed and how they would improve their work. They use good numeracy skills to measure and use their knowledge of shape well when talking about and designing models. Good links are established with history topics and ICT is used to support learning in planning, modelling and control.
82. Leadership and management of the subject are good. The enthusiastic co-ordinator has good subject knowledge, has monitored the subject well and is clear about the next steps for improvement, in particular further training for staff. Pupils who have talents in design and technology skills are identified and their progress carefully monitored.

Physical education

83. Pupils experience a good range of activities in physical education both in lessons and through many after-school clubs. Provision has continued to improve from a strong position at the last inspection. All strands of the subject are taught in a sequential way so that no part of the curriculum is missed. Units of work are planned in conjunction with the co-ordinator who ensures that the correct amount of time is spent on each one. One lesson was seen in the juniors. In this it was clear to see that pupils enjoy physical activity and work well on their own or in teams. Their ball skills were as might be expected for their age, and they amicably made up their own games and rules as they went along. The wide range of clubs are well attended and include the regular teams such as for cricket, athletics and football to encourage healthy lifestyles. Teaching assistants are being trained to run a further range of lunchtime clubs to extend the provision, and in response to the parents' views, the school has extended activities to include more for the younger pupils, including those in the Foundation Stage.
84. Competitive sport is strong and the school participates in all the sports events within the borough. Local expertise has been used extensively and includes input from local clubs and from the local education authority. The leadership of the subject has been strong for a number of years and although the co-ordinator is relatively new to the job, she has already identified how she can continue to monitor, evaluate and improve the expertise of all staff at the school and utilise the widest expertise available.

Music

Provision in music is **excellent**.

Main strengths and weaknesses

- The quality of teaching and teachers' expertise is excellent.
- Curricular enrichment through extra-curricular activities is excellent.
- Resources for learning are very good.
- Subject leadership and management are excellent.

Commentary

85. Throughout the school, standards in music are well above those expected nationally. Achievement, particularly in Years 3 to 6 in singing, playing, composing, listening, and appraising for all pupils is excellent. This is because of the outstanding subject knowledge, enthusiasm and high level of expertise of the teachers, which has enabled very good improvement to take place since the last inspection. In particular, the quality of singing has significantly improved and the pupils' voices are now very well developed.
86. The quality of teaching and learning is excellent. Teachers are creative in the way they plan the curriculum in order to make best use of their expertise. For example, pupils in Years 1 and 2 are taught singing together. The subject manager leads these sessions while other teachers either accompany the pupils by playing an instrument, such as the guitar or piano, or help to keep the time of the tunes by joining in with the singing. This very effectively ensures that all pupils are engaged all of the time and consequently they all demonstrate an enjoyment in singing, have a very well developed feel for rhythm and make excellent progress. The school has a very good range of resources for music-making and this enables all pupils to be fully included in all activities. For instance, Year 3 pupils were able to compose their own accompaniment to a song they were learning because there were enough tuned percussion instruments to allow them to work in pairs. During this very good lesson, they carefully worked on their own compositions which they then recorded as they performed very well. The pupils then listened to their performance and sensibly evaluated their work.
87. The pupils also have the opportunity to be taught to play woodwind, brass and string instruments. There are two orchestras in school, which include staff, pupils and parents, who all play to a very high standard. This has a very positive impact on the pupils' spiritual, moral,

social and cultural development because they are required to work and perform together a wide range of music, much of which is from different cultures. Pupils who are gifted and talented musicians are carefully identified and provided with additional opportunities to develop their skills.

88. The school benefits from an excellent subject co-ordinator who is extremely talented. She works very closely with the music support teacher to promote music throughout the school. Both ensure that the pupils have good opportunities to perform to wider audiences at events such as the local youth festival, the Richmond Music Festival and seasonal celebrations like carol singing at the local retail park.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

89. The school has introduced a very good curriculum that provides for pupils' learning about the benefits and hazards surrounding drugs and other substances, as well as about sex and relationships. In lessons, pupils can discuss the importance of a healthy lifestyle and show that they understand the need to recognise and deal with unsafe situations. Much of pupils' personal development evolves from the caring ethos of the school, and the expectation that everyone's values and feelings are recognised by everybody else. The school council provides very good early insights into the workings of a democratic society. Pupils learn to take responsibility for themselves and others by becoming involved in projects in the local community and further afield which help improve the quality of those environments. Older pupils learn to acknowledge the help they receive by writing letters of thanks to those who organise visits. All pupils show an awareness of others' needs and respond generously by giving to charitable organisations.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2

Overall standards achieved	2
Pupils' achievement	2

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

The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	1
The quality of the school's links with the community	1
The school's links with other schools and colleges	2

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

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