

# INSPECTION REPORT

## **WEALD MIDDLE SCHOOL**

Harrow Weald

LEA area: Harrow

Unique reference number: 102200

Headteacher: Mr Michael Curtin

Lead inspector: Tom Shine

Dates of inspection: 21<sup>st</sup> - 23<sup>rd</sup> June 2005

Inspection number: 268206

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Middle deemed primary
School category:	Community
Age range of pupils:	8 - 12
Gender of pupils:	Mixed
Number on roll:	347
School address:	Robin Hood Drive Harrow Weald Harrow Middlesex
Postcode:	HA3 7DH
Telephone number:	(020) 8954 2733
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Mary Graham
Date of previous inspection:	17 <sup>th</sup> May 1999

## **CHARACTERISTICS OF THE SCHOOL**

With 347 pupils on roll, this three-form entry school is similar in size to other middle schools. It serves a residential area on the outskirts of Harrow. The local population represents a wide mix of social and ethnic backgrounds and this is reflected within the school. There is a higher than average percentage of pupils entitled to free school meals. The proportion of pupils from minority ethnic groups in particular has increased significantly in recent years and now makes up more than half the school population. Many of these pupils are from Black African/Caribbean, Asian or British Asian backgrounds with an increasing number coming from Somalia, many of whom are refugees. Most pupils transfer here from the first school with broadly average attainment, but many pupils start and leave the school throughout the year. For example, in both Years 6 and 7, nearly 50 per cent of the current pupils joined after the transfer point from the first school. This is because vacancies arise when some families are either rehoused or relocated. Pupils who fill the vacancies come with various previous experiences, some with English as an additional language and still in the early stages of acquiring English. Of the 23 refugees, 16 are from Somalia. Some of these pupils are learning English for the first time. At 24 per cent, the proportion of pupils with special educational needs is above average; it is average for those with statements of special educational needs. Last year, the school received three awards – a Basic Skills Quality Mark, an Active Mark and an FA Charter Standard.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
24254	Tom Shine	Lead inspector	Religious education
14347	Joan Lindsay	Lay inspector	
18703	Christine Canniff	Team inspector	Science Art and design Design and technology Music
21171	Sally Handford	Team inspector	English Information and communication technology Geography History English as an additional language
15011	Marion Wallace	Team inspector	Mathematics Physical education Special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is an effective school** that provides a good standard of education. Teaching is good in most of the school and as a result pupils learn well. In Years 6 and 7, most pupils are achieving well. The school supports pupils with various learning needs very effectively and there are very high levels of care. The school is led and managed well and gives good value for money.

#### The school's main strengths and weaknesses are:

- The clear vision of the headteacher, who leads the school well and, supported well by his senior staff, manages the school effectively.
- Pupils' good achievement in English and mathematics and very good achievement in science in Years 6 and 7.
- The good quality of teaching, overall.
- Pupils' very good attitudes and behaviour.
- A very good range of additional activities that enhances the curriculum very effectively.
- The very good provision for pupils with special educational needs that enables pupils to learn very effectively; pupils in the early stages of learning English as an additional language do not make the same rate of progress.
- Very high levels of care; good links with parents and very good links with other schools.
- Inconsistency in the quality of the teachers' marking.
- Unsatisfactory attendance.

The school has made good progress since it was last inspected in May 1999. Procedures to check on pupils' standards and progress have improved and the teaching of information and communication technology (ICT) is now good. More challenge than before is generally provided for higher attaining pupils and the way pupils are cared for, supported and guided has improved substantially. The setting of homework has also improved. However, not enough has been done to improve pupils' attendance, although their punctuality is now better than it was at the last inspection.

### STANDARDS ACHIEVED

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

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

**Pupils achieve well**, and, in a context of high pupil mobility in and out of the school other than at the usual times, they do very well compared with those in similar schools. In Year 6, where about 27 per cent of the pupils joined in the last two years, standards are average in English and mathematics and above average in science. In Year 7, standards are average in all three subjects. In Years 6 and 7, standards in ICT are broadly in line with those expected and pupils are achieving well. In religious education, pupils achieve satisfactorily; they have sound knowledge but are not given sufficient opportunities to record in writing what they have learned. Pupils with special educational needs are very well supported and achieve very well. The relatively few pupils at the early stages of learning English as a second language are making steady progress and achieve satisfactorily.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good.** Pupils have very good attitudes to learning and behave very well. Attendance is below the national average but punctuality is satisfactory.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good. Teaching is good overall** and enables pupils to learn well. It is good in English, mathematics, science and ICT throughout the school. However, there is too much variation in the quality of teachers' marking and inconsistent attention is paid to how pupils should present their work. The curriculum is satisfactory and there is a very good range of additional activities, both during and outside the school day. There are very high levels of care. Teachers and support staff help pupils with special educational needs very effectively, enabling these pupils to learn very well. Support for those in the early stages of learning English as an additional language is less effective. Links with parents and the community are good and there are very good links with other schools.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are good.** The headteacher leads the school well and his senior staff and subject co-ordinators support him effectively. He manages the school well and has a good grasp of the school's strengths and weaknesses. Governance is good. Except for a few omissions, the governing body ensures the school meets its statutory duties well.

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

Parents think highly of the school and are happy with the progress their children make. Pupils like being at the school, feel safe and are very trusting of adults.

## **IMPROVEMENTS NEEDED**

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

- ensure support for pupils for whom English is an additional language is consistently matched to meet their needs.;
- ensure better consistency in teachers' marking and pupils' standards of presentation; and
- raise levels of attendance.

**And, to meet statutory requirements:**

- ensure that the prospectus and the governors' annual report contain the full range of information required.

## PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in subjects

By Year 6 and in Year 7, pupils attain standards in English and mathematics that are broadly **in line** with those expected for their age. In science, their standards **are above those normally expected**. Pupils are **achieving well** in these year groups, taking account of the large minority of pupils entering the school at various times, some of whose standards are below those expected for their age.

#### MAIN STRENGTHS AND WEAKNESSES

- In the national tests in 2004, pupils achieved very well in mathematics and science.
- Pupils make good progress in developing their speaking and listening skills as they move through the school.
- Pupils with special educational needs achieve very well.

#### Commentary

1. The table below shows that the results in the national tests for pupils in Year 6 in 2004 were below those attained nationally in English, and above the national average in mathematics and science. There was no significant difference between the performance of boys and girls. Compared to the performance of pupils in similar schools (*that is, those schools within the same percentage band of pupils eligible for free school meals*), they achieved above the average in English and well above in mathematics and science. Compared to the national picture, the school's performance in mathematics and science has been maintained at a consistent level over the past four years. In English, there has been more inconsistency. This is because differences in the cohorts tend to turn on the proportion of pupils in the relatively early stages of learning English as an additional language or those with special educational needs. In 2004 in the English national test, for example, whilst the proportion of pupils attaining the higher Level 5 was similar to the national average, too few pupils achieved the expected Level 4, and, as a result, a much higher proportion than the national average attained at a lower level, reducing the overall standard. In 2003, by contrast, pupils achieved standards in the tests that were above average. Taken together, the trend in the school's performance over the past five years has been above the national trend.

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

Standards in:	School results	National results
English	26.5 (27.5)	26.9 (26.8)
mathematics	27.8 (26.9)	27.0 (26.8)
science	29.8 (29.4)	28.6 (28.6)

*There were 87 pupils in the year group. Figures in brackets are for the previous year.*

2. The inspection finds that pupils' standards in Year 6 in English are broadly as expected for their ages. These pupils are achieving well, taking into account the high pupil mobility (for example, 27 per cent of them arrived in the school within the last two years – some at an early stage of acquiring English), and the relatively high proportion of pupils with special educational needs. In Year 7, where there is also high mobility, pupils are achieving well and their standards, which are broadly in line with those expected, represent an improvement on those in their national tests in 2004. The catch-up programme for under-achieving pupils in this year group is helping them do better. Throughout the school, but especially in Years 6 and 7, pupils

have good listening and speaking skills and are encouraged to practise them, not only in lessons, but also in other areas such as assemblies and through drama. Standards in reading in both year groups are at expected levels. Pupils read confidently but tend not to be stretched enough as the higher ability groups are rarely faced with reading material that they find very challenging. The school says the below average standards in the national tests last year were because of weaknesses in writing. It has therefore identified improvements to writing as its main priority and this focus is having noticeable benefits. As a result, standards in both Years 6 and 7 are now at expected levels. Pupils find the work in mathematics interesting and challenging and, although they are working at expected levels, they are achieving well in both Years 6 and 7. In science, pupils are achieving very well and are attaining standards that are above those expected in Years 6 and 7. The strong emphasis on developing pupils' investigative skills captures their imagination and interest, and they enjoy learning about science.

3. In most other subjects, there was insufficient evidence to form judgements about standards. In religious education, although pupils have satisfactory knowledge of the subject, their achievement is satisfactory overall, as they are given few opportunities to record in writing what they have learned. Standards in information and communication technology (ICT) have improved since the last inspection and are now at the levels expected for pupils in Years 6 and 7, and this reflects good achievement.
4. Pupils with special educational needs are given very good support in class and in withdrawal groups, and make very good progress overall as they move through the school. As a result of this very effective support, many achieve well in national tests for English, mathematics and science in Year 6. A significant number achieve well in physical education and represent the school in tournaments and inter-school competitions. The majority of pupils with English as an additional language develop their competence and fluency well. These pupils, and those from minority ethnic communities, are represented in all ability groups and achieve well. Pupils who are still in the early stages of acquiring English are the relatively few, but increasing number, who arrive from abroad and enter the school at different times and into different year groups. These pupils make satisfactory progress in their learning but it is not at fast enough a rate for them to achieve the expected standards by the time they leave the school.

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

Pupils have **very good** attitudes to school and they behave **very well**. Pupils' personal development, including their spiritual, moral, social and cultural development, is **good**, overall. Attendance is **unsatisfactory** but punctuality is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils enjoy all aspects of school life.
- Relationships are very harmonious and bullying is rare.
- Pupils' social and moral development are strengths of the school.

### **Commentary**

5. Pupils' attitudes to school have improved even further from the good levels seen at the last inspection. The very high levels of enthusiasm with which they approach their work have a positive impact on their learning. For example, pupils from Year 7 who had been researching deforestation as part of their citizenship work, gave their well-informed speeches confidently while others listened intently. Pupils accept responsible roles very eagerly and are very keen to take part in the extensive range of activities open to them outside of their lesson time. Many of the pupils who are in the early stages of learning English are refugees. Because of the very good and caring ethos within the school, they soon settle and develop positive attitudes to learning.

6. Relationships have improved and are now very good. The school's promotion of racial harmony and good relationships is outstanding, with no harassment observed and pupils reporting very little bullying. Racist incidents are very rare. Pupils say they are confident that any form of intimidation will be dealt with very effectively. In lessons, pupils relate very well to each other and there is a very good rapport between adults and pupils. This has a very positive impact on learning as pupils are given confidence to participate and are sensitive to the needs of others, some of whom may have special needs or are in the early stages of learning English as an additional language. Pupils with special educational needs are given good opportunities to take responsibility, such as in a physical education lesson in Year 4, where they were given responsibility as equipment monitors.
7. Standards of behaviour, good at the last inspection, are now very good. There were no exclusions during the last full academic year. Pupils with behaviour difficulties are managed and supported very well so that the learning of others in the class is rarely disrupted. Teachers take a consistent approach to managing behaviour, emphasising the positive rather than the negative. This has a beneficial impact on pupils' self-esteem as well as their behaviour.
8. The school continues to make good provision for pupils' personal development, although their spiritual development remains satisfactory. This is because there is still no overt planning to include spiritual elements in lessons, although they occur on an ad hoc basis. For example, in a Year 7 science lesson, there were gasps of amazement when pupils looked at different slides under a microscope. Assemblies, other than those taken by visiting speakers, lack a strong sense of spirituality. Pupils' moral and social development have improved to very good levels, helped by a stronger emphasis on lessons in personal, social, health and citizenship. Pupils have opportunities to discuss moral issues such as deforestation and fair trade, and have great respect for the beliefs and values of others. Their sense of social responsibility is enhanced by the many charity fund-raising events they organise and also through the responsibility of serving on the school council. Their social skills are also developed through the annual residential visits for Years 6 and 7. Pupils' cultural development has been maintained at the good levels seen at the last inspection. Pupils are exposed to a wide range of different cultures through visits to museums and synagogues as well as to historic sites such as Hampton Court, and from visitors such as a Shakespeare theatre company, Indian dancers and African drummers, that enhance their understanding and tolerance of others.

## Attendance

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

Authorised absence		Unauthorised absence	
School data	6.9	School data	0.3
National data	6.0	National data	0.3

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

9. Attendance that was unsatisfactory at the last inspection is still slightly below the national average in relation to authorised absences. However, the unauthorised absence figure has improved markedly since the last inspection and now matches the national average. Figures for the most recent recording period show a marked improvement as a result of the much stronger emphasis placed on attendance. There is a system of rewards for pupils with perfect attendance and the education welfare officer is in the school weekly to pursue any matters causing concern. The improvements are also related to the pupils' greater enjoyment of school, effective incentives, and parents showing a more responsible attitude by ensuring their children attend regularly. A small number of pupils are regularly brought to school late by their parents but there has been an improvement in punctuality since the last inspection.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**, overall. The quality of teaching is **good**, enabling pupils to learn well. The curriculum is broad and reasonably balanced and is **satisfactory**, overall. The support for pupils with special educational needs is **very good** and they achieve very well. The school's care for its pupils is **good**, and it has **good** links with parents and the community and **very good** links with other schools.

## TEACHING AND LEARNING

Teaching is good overall, and has improved since the last inspection. There are good procedures to check on and record pupils' progress, but they are not yet used across the school to set targets for pupils.

## MAIN STRENGTHS AND WEAKNESSES

- Teaching is good in English, mathematics, science and ICT throughout the school.
- Some teachers' marking is patchy and does not show pupils how to improve their work.
- Teachers generally work very well with the learning support assistants to enhance the pupils' learning.
- Teachers have good relationships with their pupils and manage their classes very well.

## Commentary

10. Although at the last inspection teaching was judged to be good or better in 64 per cent of lessons, there is now more teaching of high quality and none that is unsatisfactory, as the table below shows. In many lessons, the pupils learn very well. Even in subjects where there was insufficient evidence to judge the overall quality of teaching, many lessons seen were either good or better, such as in those in geography and history in Years 5 and 7, and personal, social and health education and citizenship in Year 7. In physical education, an outstanding games lesson was seen in Year 6, where the teacher had excellent subject knowledge and class control and pupils achieved very highly. In music, a good lesson taught by a specialist was seen. In religious education, although most of the lessons seen were good, the overall quality of teaching is satisfactory. This is because, although pupils are given good opportunities to develop their speaking and listening skills, they are not often asked to record in writing what they are learning, and when they are, much of their work consists of filling in work sheets and is not very challenging.

### *Summary of teaching observed during the inspection in 42 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
3 (7%)	11 (26.2%)	17 (40.5%)	11 (26.2%)	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.*

11. The main features common to all of the good lessons are strong subject knowledge that enables the teachers to plan their lessons well and the effective use of questions to check on their pupils' understanding and recall of what they had previously learned, as in a very good English lesson in Year 4. In all lessons, teachers confidently manage their classes. In an outstanding lesson in Year 7, the pupils were engrossed in their work when split into small groups, as they were expertly guided by the two teachers, to consider ways to dramatise part of Act Three of *A Midsummer Night's Dream*. They achieved very highly in using dramatic effects such as pauses, body language, and modulation and pitch of voice, as they worked very well together in interpreting the parts. In a very good lesson in Year 5 in mathematics, the teacher's enthusiasm stimulated effectively her pupils, who were fully engaged in their learning and greatly benefited from her crystal clear explanations about the use of ratio and

proportion in solving problems. In science, teachers are good at encouraging their pupils, enabling them to engage in the lessons. This is because they are enthusiastic and use stimulating teaching methods and strongly emphasise the development of pupils' investigative skills. The teaching of ICT has improved since the last inspection as it is now taught by the subject co-ordinator and supported by class teachers. In an exceptional lesson in Year 7, the teacher used her teaching and management skills to outstanding effect as she demonstrated the steps to be taken in downloading a graph related to the pupils' science topic. As a result, all pupils were fully involved and achieved very well.

12. Assessment procedures have improved since the last inspection. The school has good procedures to check on pupils' attainment and progress, including pupils with special educational needs, but not those learning English as a second language, although ethnicity is identified. Systems are in place to identify pupils' attainment and to check on their progress in non-statutory and statutory tests in English, mathematics and science in each year group on a year-on-year basis. However, there is not enough analysis of this data to identify weaknesses in pupils' performance and to ensure work is consistently matched to individual needs. The recently appointed assessment co-ordinator is knowledgeable and enthusiastic and knows what needs to be done to establish consistency throughout the school. Teachers' marking is very patchy, as teachers do not always tell pupils what the key points are to improve their work. Although teachers' planning identifies clear learning objectives and the intended outcomes of lessons, their marking does not consistently refer to how well these have been achieved. Not enough attention is given to how pupils should present their work, including the quality of pupils' handwriting. There are considerable variations between classes in the same year groups with some pupils' work being well presented, but with others less so. However, homework is set regularly, and this is an improvement since the last inspection.
13. The teaching of pupils with special educational needs is very good in small group withdrawal sessions. Pupils also receive very good support in class from the very strong team of teaching assistants, who are well trained. Work is closely matched to the needs of pupils and this is reflected in the progress pupils make. Adults know the pupils well and they have a very good relationship with them. The information from the good procedures to check on these pupils' progress is used well to plan targets and further work. A group of pupils with special educational needs from Year 6 made very good progress and confidently answered questions in a mathematics lesson because the co-ordinator had challenged them very well to extend their thinking skills. All individual education plans contain targets identifying areas for improvement and work is closely matched to pupils' needs. The small number of pupils who still need help to develop their English skills receive satisfactory support from teaching assistants within groups of lower ability and those with special educational needs. However, because teachers do not consistently provide the assistants with plans that identify their learning targets, support is not always matched well to the pupils' needs. The specialist teacher for these pupils provides adequate in-class and withdrawal support. However, there is not a sufficiently clear focus on the pupils' language needs and how best to help them to access the curriculum. There is good support from the bilingual teacher, who uses the pupils' mother tongue to help pupils in their learning.
14. Teachers and support staff have very good relationships with all pupils and enable them to feel secure and to learn well. These relationships form the foundation for the trust and respect that pupils have for all staff. Teachers have very high expectations that pupils will behave very well. As a result, all lessons are managed very effectively. Pupils are interested in what they are learning and work well together.

The overall quality of the curriculum is **satisfactory**. It is enriched by a **very broad** range of additional activities. The accommodation and resources are **good**.

## **MAIN STRENGTHS AND WEAKNESSES**

- Very good opportunities for enrichment and very good participation in sport and the arts.
- Very good match of support staff to the curriculum, including provision for pupils with special educational needs.
- The preparation for the next stage of education is good.

## **Commentary**

15. The suitably broad range of curricular opportunities provides appropriate experiences for all pupils and meets statutory requirements. The school has made good progress developing the curriculum areas for information and communication technology, personal, social and health education and citizenship identified in the previous inspection report. The computer suite has been developed and all classes have interactive whiteboards. Science is a strength of the curriculum and this is reflected in the very good achievement pupils make in their scientific knowledge and understanding.
16. Opportunities to enrich learning experiences are very good. There is a wide range of extra-curricular clubs and activities, and participation levels are very high. Pupils benefit greatly from the experiences on offer, such as in drama, chess, cricket, football, netball, rounders, athletics, gymnastics and dance. They learn about different styles of dance and music through African and South Asian dance experiences. Participation in sporting activities is very good. Many pupils take part in tournaments and matches with local schools. There are good opportunities for pupils to learn to play a musical instrument and there are residential trips available for pupils in Years 6 and 7.
17. The match of support staff to the curriculum is very good because there is a wide range of well-trained teaching assistants - a high number compared to most schools. These assistants work closely with the co-ordinator for special educational needs and, as a result, the provision for pupils with special educational needs is very good. The school targets support effectively. There is a good match of teachers to the curriculum and specialist teaching in music, French and ICT.
18. There are good links with the first and high school because the school works closely with the staff in both these other schools. Staff from the high school visit regularly to teach sessions such as athletics for pupils at lunchtime and this helps to ensure pupils make a smooth transition from one setting to another.
19. The quality of accommodation and range of resources are good. There are specialist areas for music, design and technology and ICT. The library provision has been improved and is now an attractive area but during the inspection was not used as much as it could be for research work. Attractive murals and displays of pupils' work in all classrooms and corridors help to create a stimulating learning environment. There is no field but the large playground space is well used and there are attractive seating areas in the shade. Resources to support learning are good overall, including those for special educational needs.

## **Care, guidance and support**

There are **very good** procedures to ensure pupils' care, welfare, health and safety. The provision of support, advice and guidance for pupils, based on monitoring, is **good**. The involvement of pupils through seeking, valuing and acting on their views is **very good**.

## **MAIN STRENGTHS AND WEAKNESSES**

- Adults are very caring throughout the school and pupils trust them highly.
- Procedures to help new pupils settle into school are very good.

### **Commentary**

20. The child protection procedures are good and have improved since the last inspection when they were satisfactory. The headteacher, who is the designated co-ordinator, is trained and all staff members are aware of what they should do if any issues arise. One member of staff has responsibility for monitoring the welfare of looked-after pupils. A welfare assistant is on hand to care for pupils and for first aid, with several other adults trained. There are very good procedures to record any accidents and inform parents.
21. Health and safety matters are dealt with well through the work of the site supervisor and her assistant and through the regular risk assessments and checks carried out by governors and outside contractors. The pupils' toilets have been improved since the last inspection, with some redecoration and replaced sinks, although there has not been a complete refurbishment.
22. Adults show a very high level of care for pupils and, as a result, pupils feel the school is a safe environment and trust adults to resolve any problems. Those who have need of additional support, for example, if they have challenging behaviour or emotional problems, are very well catered for, with the advice of outside agencies, such as counsellors, being sought when in the interest of the pupils. The school is keen to participate in any programmes that will support pupils' personal development, such as the work being undertaken with Year 4 pupils to promote their social, emotional and behavioural skills. Any concerns about pupils are raised with the appropriate member of staff and, although there are no formal methods of monitoring personal development, the informal methods work well. Monitoring the pupils' academic progress has improved but not enough analysis of the data has as yet been done to match work fully to pupils' needs. Pupils have a strong feeling of being listened to in the school. For example, the school council is fully involved and the pupils' ideas, such as for improvements to the playground, are implemented where possible.
23. There are very good procedures to introduce the large number of pupils who join the school at times other than at the start of Year 4. Booklets with pictures and descriptions of school routines are available in a wide range of languages, a teaching assistant is assigned to them to assess their needs and they are soon absorbed into the very friendly atmosphere in the school. Those who start from the adjoining first school have the opportunity for several visits and are allotted an older pupil as a "buddy". As a result, pupils settle quickly to the new stage of their education, which has a positive impact on their learning.

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

There are **good** links with parents and the community and **very good** links with other schools.

### **Main strengths and weaknesses**

- Parents have positive views of the school and support its work well.
- There are very good arrangements for the transfer of pupils.

## Commentary

24. The school has maintained the positive links with parents and the community seen at the last inspection. The small number of parents who expressed their views, either at the parents' meeting or through the questionnaire, are happy with all aspects of school life. They are particularly happy with how much their children enjoy school and with their children's progress. Inspection findings endorse these views. Parents support the work of the school, with some volunteering to help in class, with swimming or with transport to the various sporting fixtures. The Friends' Association, a joint-venture with the first school, organises fund-raising events with monies used to help buy interactive whiteboards or improve the playground. Parents also support their children with homework tasks. All of this parental involvement has a positive impact on pupils' learning. However, the school has identified the need to gain more involvement from parents of pupils of Somali background, so that they are better able to help their children. Materials and guidance are translated so that the parents can reinforce what is learned at school.
25. Parents receive regular newsletters and curriculum information and this can be made available in other languages when required. The Somali parents' group, set up by the school, provides a very useful forum for parents. The annual written progress reports to parents, whilst satisfactory overall, are not always consistent in giving parents enough information about how well their child is doing in relation to the levels expected for their age. There are some minor omissions in the school's documentation to parents. There are good links with parents of pupils with special educational needs. These parents are consulted and involved in regular reviews concerning their children's progress. Individual education plans identify clearly how parents can help their children with specific tasks and challenges.
26. Community links benefit pupils through the range of visitors, such as representatives from the police and fire services, as well as members from local religious organisations. The school makes good use of local facilities for sports and there is also a wide range of community use of the school by various clubs and groups.
27. Most pupils transfer from the adjacent first school and move on to the high school. As a result, very productive links have been established, with several transition projects in place for pupils in Year 7 with a member of the high school staff taking an indoor athletics club. There is a good deal of liaison through local cluster meetings to discuss particular issues, such as the provision of support for pupils who move into or out of the school with special educational or behavioural needs. This provision has a positive impact on how well the pupils settle into the next stage of their education.

## LEADERSHIP AND MANAGEMENT

The school is **well led** and **managed**. The headteacher leads the school well and his senior staff supports him **effectively**. The management of the school is **good** with effective performance management procedures in place. Although the governance of the school is **good** overall, the governors do not fully meet statutory requirements in their annual report and in the prospectus.

## MAIN STRENGTHS AND WEAKNESSES

- The headteacher has a clear vision and has enabled his staff to share a common purpose.
- The senior managers are committed to the promotion of equality and the needs of individuals.
- Teachers with management responsibilities lead their areas well.
- The governing body plays a full part in leading the school.

## Commentary

28. In the parents' questionnaire and at the meeting with inspectors, parents reported that they were very happy with how the school is led and managed. Inspection supports this view. The headteacher manages the school well and uses a good degree of self-evaluation and analytical skills to monitor how well the school is improving. The headteacher's good leadership and clear vision are focused on achieving high standards within an inclusive, caring and supportive environment. This includes maintaining a focus on pupils' learning, raising standards and securing continuous improvement. This is a very caring school; the headteacher is highly visible around the school and he is fully committed to ensuring that the needs of all groups of pupils are catered for. In this he is fully supported by all his staff and this commitment is reflected in an orderly school where teachers and other staff have very good relationships with their pupils. The commitment to continuous improvement is reflected in the performance management procedures that identify the professional development needs of staff and are linked closely to the school's improvement plan. As a result, a significant number of staff, including support staff, have received an appropriate amount of training within the last three years and the benefits are reflected in the good quality of teaching and support that enables most pupils to achieve well. Additionally, a programme of lesson observations has been in place to monitor the quality of teaching, and this has had a positive effect on the quality of teaching and learning.
29. The headteacher and all his staff are fully committed to ensuring that all groups of pupils are given every opportunity to achieve their best and to ensure the school provides a happy, safe learning environment. To this end, a generous amount of support staff are employed to give effective support, both of a general nature, and specific targeted support for pupils with special educational needs and for the much smaller number of pupils for whom English is an additional language. The weakness here is that the support for pupils in the early stages of acquiring English is not as strong, although guidance is sought from the local education authority's service for the support of minority ethnic pupils. However, there is a lack of a clear policy for the support of such pupils to ensure that the school is fully responsive to their needs and to the school's changing profile.
30. The leadership and management of most subjects, where it was possible to make a judgement, are good. This is particularly so in English, mathematics, science and ICT. The leadership and management of special educational needs are very good. The co-ordinator is experienced and knowledgeable and is supported well by the governors and the leadership team. There is a clear action plan for this area of the school's work and the staff is deployed well to support pupils. The deputy headteacher, who is retiring at the end of the term, gives effective support. A good, recently appointed co-ordinator for assessment has done much in a relatively short space of time. She is aware that the data from the school's good systems to track pupils' progress is not yet analysed enough so that weaknesses in pupils' performance can be identified to ensure work is fully matched to individual needs.
31. The governance of the school is good. The governing body contains a good blend of mainly very experienced governors and some more recently appointed. The governors have good knowledge of the school's strengths and weaknesses. The governing body plays a full part in the development of the school improvement plan, which it formally approves after full and frank discussion. There are a number of lead governors who have specific roles and are nominated for the curriculum, literacy, numeracy, staffing, premises, health and safety. The essential role for all of these is to provide a link between the governing body, the headteacher and staff, particularly the subject co-ordinators, and to become informed about developments and legislation in the specific areas. Discussion with various governors indicates this system is working well. The governors meet twice a term to monitor the school's progress and to meet its statutory responsibilities. This it does well, with the exception of some missing items in the school prospectus and the governors' annual report.

**Financial information for the year April 2004 to March 2005**

Income and expenditure (£)	
Total income	1,060,125
Total expenditure	1,131,152
Expenditure per pupil	3,298

Balances (£)	
Balance from previous year	200,000
Balance carried forward to the next year	128,973

32. The governors' strong commitment to the inclusion of all groups of pupils and to raising the pupils' achievement is reflected in the significant sums of money it approves to fund relatively generous levels of staffing, both teaching and support staff, and particularly the support given to pupils with special educational needs. Although there was a large carry forward from the previous year and a smaller, but still large, balance carried forward into the current financial year, the governors have clear plans to spend this money on earmarked projects. These include significant sums, some of which have been spent on priorities on upgrading the ICT suite, providing interactive whiteboard technology, funding for the national workforce agreement identified in the school improvement plan, to give teachers non-contact time, and improvements to the premises and playground.

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

### **SUBJECTS IN KEY STAGES 2 AND 3**

#### **ENGLISH AND MODERN FOREIGN LANGUAGES**

##### **English**

Provision in English is **good**.

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

- Overall achievement is good because of good teaching.
- The subject is well led and managed, with areas for improvement clearly identified.
- There are shortcomings in teachers' marking to help pupils improve.

##### **COMMENTARY**

33. By the end of Year 6, the majority of pupils are achieving standards that are broadly as expected for pupils of their age and similar to those found in the previous inspection. However, a significant minority of pupils do not achieve the expected standards, which impacts on overall standards. This is because of the relatively high number of pupils with special educational needs in this year group. In addition, pupil mobility in this year group has resulted in a number of higher achieving pupils leaving the school in recent years, and a similar number of pupils entering, some of whom have English as an additional language and are still in the early stages of acquiring English. It is a similar picture for Year 7, where standards are broadly as expected. However, taking into account their varied starting points, most pupils are achieving well. There has been some inconsistency in the results of the national tests for pupils in Year 6 in recent years. In 2004, for example, they were below those attained nationally in English but were above the performance of pupils in similar schools.
34. Pupils' speaking and listening skills are generally good by the end of Year 6 and in Year 7. Teachers provide good opportunities for pupils to discuss their ideas and listen to the opinions of others. In response, pupils are articulate and use key vocabulary well. In Year 7, pupils demonstrated an outstanding sensitivity to the language of verse when rehearsing a performance of *A Midsummer Night's Dream*.
35. Standards of reading are broadly as expected. Pupils from Year 6 read with confidence and appropriate expression, but few pupils are choosing to read more challenging material. Evidence of reading for research purposes underpins much of the pupils' writing and in discussion pupils stated that they used their computers and the public library for researching topics. Their personal reading preferences covered a range of reading material, including newspapers, magazines and fiction books. Some of the pupils' reading books are in poor condition.

36. In writing, most pupils are achieving expected standards by the end of Year 6 and in Year 7, which reflects the impact of the school's review of the pupils' written tasks. The pupils write on a range of topics and for different audiences. A variety of devices are used to help them plan and organise their writing, which enables them to achieve good outcomes. These include techniques such as the use of storyboards and frameworks, to provide a basic structure to their work, as well as the use of 'mind-maps' to think through their ideas before committing them to paper. The range of literacy skills and knowledge they acquire is effectively brought together when they produce computer-generated work. Pupils in Year 7 produce multimedia presentations to market imaginary products, where language and images are used very effectively and they show a good understanding of the language of advertising. In Year 6, pupils plan and prepare interesting and factually based multimedia presentations on a science topic, adding captions and images effectively.
37. Teaching is good, overall. Lessons are planned well with the learning intentions clearly explained so that pupils know the intended outcomes. Questioning is used effectively to review previous learning and is conducted at a brisk pace that keeps pupils involved. The majority of teachers explain the tasks clearly so that pupils are able to get on with them quickly and achieve well. The main weakness is in the consistency across the school of the marking of pupils' work, so that pupils know what they need to do to improve it. On occasions, not enough consideration is given to the learning needs of pupils in the earlier stages of acquiring English.
38. Subject leadership is good. The co-ordinator is knowledgeable and a good role model. In collaboration with the newly appointed assessment co-ordinator, examples of pupils' work are being collected and assessed to provide information on standards and to give teachers firm targets to set pupils to raise standards for all. The improvement of the quality and range of pupils' writing has been prioritised and a new approach to teaching the National Literacy Strategy is being developed. A "catch-up" programme is in place to support pupils in Year 7 who are not achieving as well as they might and this is having a positive impact on their standards. A policy for marking and assessing pupils' work is planned for, but has yet to be developed. This should ensure greater consistency in the feedback pupils receive. The school has not yet produced a policy for the development of the increasing number of pupils who enter the school in the first stages of learning English to enable teachers to support these pupils more effectively and to ensure they achieve to their full potential.

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

39. There are very good opportunities for pupils to practise and develop their literacy skills in ICT lessons. Much of this work is linked to other subjects, such as science, history and geography. There are good opportunities for discussion in other subjects, so that pupils learn to use key vocabulary, when identifying, for example, the features of a Victorian schoolroom. In religious education, although pupils are given plenty of opportunities to discuss the topics, they are not encouraged enough to transfer their learning in writing.

### **French**

40. A teacher from Year 6 teaches French to Year 7. All three classes have a lesson for an hour each week. It was possible to sample only a part of one lesson and there is therefore insufficient evidence to make an overall judgment on provision. In the brief session observed, some pupils were able to answer their teacher's question, "Qui a un stylo rouge?" and understood that the indefinite article must agree with the noun's gender. Many pupils, for example, were able to match 'une' with 'maison' and 'un' with 'appartement'. But most pupils struggled to translate simple English sentences into French such as, 'J'habite dans une maison'. In this class, the pupils displayed very limited vocabulary, considering they had been learning the language for nearly a year. However, they followed a CD of a French speaker well and used appropriate intonation and sentence stress.

### **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- The quality of teaching and learning is good throughout the school.
- The quality of additional support is very good and contributes to pupils' good achievement.
- Leadership and management are good.

### **Commentary**

41. Pupils make good progress and achieve well as they move through the school, and standards are at expected levels by the end of Year 6 and continues into Year 7. The significant numbers of pupils moving into and out of the school has an adverse impact on the overall standards achieved. These standards are not as high as the national test results in 2004 would suggest, when they were above the national average and achieved highly compared with similar schools. Pupils with special educational needs are very well supported and make very good progress. Since the last inspection, the school has worked hard to improve procedures to check on and track pupils' progress.
42. Pupils throughout the school work hard in their lessons and most, including higher attaining pupils, achieve well because teachers plan interesting work that challenges the majority of pupils. Pupils in Year 6 use their mathematical knowledge of shape and space to design and make a wrapper for new sweets. In Year 7, pupils develop awareness and knowledge of how to represent and interrogate data in a range of mathematical forms. Pupils learn to apply and use their mathematical skills and knowledge effectively to solve problems as a result of the school's decision to make this a focus for development. Pupils with special educational needs make very good progress developing their numeracy skills because they are well supported in the class and in small groups.
43. The quality of teaching and learning is good overall, with instances of some very good teaching. Teachers have good subject knowledge and teach all aspects progressively. Planning is good and the work takes account of the different ability groups within the same class. Lessons move along at a good pace and pupils are consistently challenged through the effective use of questioning. In a lesson in Year 4, the good use of questioning helped pupils to understand different ways to divide numbers. Very good teaching and challenge in a Year 5 class helped the more able pupils to understand the link between fractions and percentages. Teachers encourage the use of problem solving to reinforce and extend their pupils' mathematical knowledge and understanding. However, the quality of teachers' marking is inconsistent. Although in some classes teachers mark work regularly and give appropriate feedback to pupils, the work in some pupils' books indicates that in others they do not. These pupils do not benefit from these tasks as they should, as they do not learn from their mistakes. Pupils have very good attitudes to mathematics and behave very well, as they respond to the good teaching.
44. The leadership and management of the subject are good and the two co-ordinators work well together. They have identified former areas of weakness, such as calculations and problem solving, and have put in place measures to improve these aspects of the work that are now bearing fruit. The quality of teaching and learning is monitored regularly.

### **MATHEMATICS ACROSS THE CURRICULUM**

45. The school make good use of numeracy skills across the curriculum. In science and design and technology, pupils' mathematical skills are used well. In Year 6, for example, pupils

design a cover and net for a new range of sweets. In science, graphs and charts are used to show individual differences and to record scientific findings.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Standards are above average by the time pupils leave the school.
- Teaching is very effective and leads to very good achievement.
- Good leadership and management are bringing about good improvements.

### **Commentary**

46. Standards at the end of Years 6 and 7 are above average. Pupils' performance in the national tests has improved since the last inspection, as have standards in Year 7. In the 2004 national tests for Year 6, standards were above average and the pupils achieved highly when their results were compared with similar schools. The good improvement to teaching and learning and the well-informed leadership and management of the subject are key factors in bringing about these improvements. All pupils, including those with special educational needs and those with English as an additional language, do well in science because of the greater emphasis on learning through investigation. This makes the work more interesting and relevant to pupils and helps to better their understanding. By Year 6, for example, pupils have a clear understanding of how to carry out scientific investigations and how to record the results. They consider the factors that create a fair test and most draw appropriate conclusions from their findings. In discussion and in their written work, pupils demonstrate a good understanding of scientific terms. Pupils in Year 7 use their knowledge well when meeting new challenges. For example, when studying the structure of living organisms, pupils extend well their understanding of the function of specialised cells such as chloroplasts.
47. The quality of teaching and learning are good, and in some lessons, very good. Teachers' strengths are their good subject knowledge, their enthusiasm for science, and their ability to encourage and engage pupils. They use an interesting range of effective teaching methods to ensure that all pupils are fully included in all learning activities. Teachers plan their lessons well and provide good opportunities for pupils to carry out investigations. They make good use of ICT and the interactive science programs to underpin pupils' knowledge and understanding. This, and pupils' interest and enthusiasm for the subject, makes a significant contribution to their good achievement. Teachers plan good opportunities for pupils to apply their literacy and numeracy skills in recording their investigations and in using correct scientific terminology in discussion. However, there are some occasions when teachers place a little too much reliance on the use of science textbooks instead of encouraging pupils to write and record from their own experience. Measuring and the recording of results on tables, charts and graphs enhance their mathematical skills.
48. Teachers have a good understanding of their pupils' knowledge and achievements because pupils' progress is regularly assessed. Teachers mark pupils' work against lesson targets so that pupils can evaluate for themselves how well they are achieving and give constructive comments to help them improve their knowledge and understanding. Teachers set homework regularly so that pupils can continue their learning at home and reinforce what they learn in lessons.
49. The co-ordinator leads the subject well and is strongly committed to improving standards and is very well informed. She has played a key role in generating improvements as a result of thorough evaluation of what is happening in the science curriculum and throughout the school. She has a clear grasp of teaching and learning, because these are checked in lessons and pupils' work is examined. She makes effective use of a wide range of information to put in place a clear plan of action to sustain and bring about further improvement.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Experienced and innovative leadership and management.
- Teachers' confidence in teaching and using ICT.
- Lower ability pupils achieve well.
- Fortnightly lessons negatively impact on progress and continuity.

### **Commentary**

50. There has been very good improvement in the provision for ICT since the previous inspection. By the end of Year 6 and in Year 7, pupils are now reaching the standards expected for pupils of their age and are achieving well. The scheme of work ensures that pupils cover all the required aspects of the curriculum and build up their skills progressively. The new computer suite provides very well for discrete lessons in the subject and is planned so that half a class has ICT lessons while the other half has music. While this system has an advantage to all pupils, and especially to pupils of lower ability and with special educational needs, who benefit from being taught in a smaller group, this has an adverse effect on the continuity and progression of learning. This is because pupils cannot practise the skills learnt in one lesson until their allocated slot two weeks later.
51. The subject co-ordinator has worked hard to build up staff confidence and ensure the scheme of work is relevant. The skills which pupils learn are closely linked to the knowledge they acquire in other subjects. The skills of handling spreadsheets, for example, are used to input data on food rationing, linked to a history topic; while literacy and musical knowledge are linked with a multimedia presentation on advertising. Pupils in Year 7 from the Website Club gave a confident multimedia presentation to a whole school assembly showing various information they had posted on the school website. There is a good system for pupils to record the skills they acquire and to evaluate their own progress. Teachers use the recently installed interactive whiteboards confidently in classrooms. New opportunities for developing the subject are constantly sought.
52. During the inspection, lessons in the suite were taken by the co-ordinator, supported by the class teacher. Teaching was good, with an outstanding feature being the quality of her demonstrations, especially where pupils are involved in explaining and showing the steps involved. There is a good emphasis on encouraging pupils' independence. In discussion, pupils from Years 6 and 7 were enthusiastic in demonstrating what they had achieved when they gave a recent PowerPoint presentation on a science-related topic and were clearly confident talking about importing graphs and spreadsheets. Where necessary, pupils of lower ability and those with special educational needs are provided with modified tasks that enable them to do well. However, on one occasion, a pupil in the early stages of acquiring English was not given enough support to help develop her basic computing skills.

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

53. The technology is used very well to present and record information in other subjects. There are good opportunities to combine literacy and ICT skills to present information, with photography used effectively to record school events. There are more limited chances for pupils to practise the skills learnt in lessons, because not all of the computers are networked to the suite and so pupils cannot access the work they have done.

## **HUMANITIES**

In **geography** and **history**, there was insufficient evidence to make an overall judgement on provision. A limited number of lessons and a study of pupils' work, teachers' planning and the schemes of work indicate that the subjects are satisfactorily broad and balanced and meet statutory requirements.

54. Displays in **geography** and **history** illustrate some of the topics pupils have studied and act as good reference points, such as the planetary system in geography in Year 5 and the visit of pupils from Year 4 to Hampton Court in history. In one very good lesson in Year 5 in **geography**, the pupils made very good progress in developing their understanding of some of the places and physical features of India. Pupils achieved highly in this lesson and knew that the former Bombay is now Mumbai. The teacher was confident in her subject knowledge and used geographical terms correctly, such as 'compass points'. The pupils responded well to the positive feedback they received from their contributions and were fully involved and engaged throughout the lesson.
55. Three lessons were seen in **history** and in these, teaching was good, overall. Topics ranged from the differences between a Victorian classroom compared with that from the modern day in Year 5, to the causes and events of the Peasants' revolt of 1381 in Year 7, and the teachers used resources well to enhance learning. The subject was brought alive by the use of video clips and slides projected through the interactive whiteboards. Brisk questioning and the involvement of pupils in explaining what they are seeing ensure all pupils are actively learning. Pupils are encouraged to practise their literacy skills, for example, in note-taking activities. In a very good lesson in one of the two observed in Year 5, the teacher used very effective questioning and related the subject matter to the pupils' personal experiences to bring it alive to them. As a result, pupils of all abilities achieved very well.
56. Pupils use computers well to research information related to the topics they are studying. In discrete lessons in ICT, they learn different ways to present the information. For example, pupils in Year 6 have downloaded data on food rationing as part of a topic on World War Two and in Year 4, they produced Tudor newspapers. Photographs taken of Hampton Court and Mountfitchet Castle are displayed to provide good evidence on which pupils are able to base accounts of their visits.

## Religious education

Provision in religious education is **satisfactory**.

## Main strengths and weaknesses

- Pupils are given insufficient opportunities to record in writing what they have learned.

## Commentary

57. The average standards are similar to those reported at the last inspection. All pupils, including those with special educational needs or English as an additional language, are achieving satisfactorily. In a satisfactory lesson in Year 4, the pupils showed appropriate awareness of different religions and were able to identify some of the different ways in which they use prayer, for example, through music. Two good lessons were seen in Year 6, where pupils were studying why sacred texts are important. They were able to match particular texts to many of the main religions, such as the Qur'an with Islam, the Torah with Judaism and the Bible with Christianity. They listened well to their teachers when they read the parable of the Good Samaritan and were able to make good, incisive comments on the significance of the Samaritan helping the stricken Levite. They made good progress in their understanding of the concept of conscience. In a good lesson in Year 7, the pupils contributed enthusiastically in giving their ideas about the importance of peace in today's world. They made both supportive and critical comments on the ideas of others that led to positive debate and made good progress in thinking about different concepts of peace.

58. Although in three of the four lessons observed teaching was good, the work in pupils' books suggests that this quality of teaching is not consistent throughout the year. This is because there is too little writing in religious education and pupils are given too few opportunities to use their literacy skills. Much of the written work that does exist consists of worksheets and there is considerable variation in the standards of pupils' presentation and handwriting. Some of it is good, but there is work in pupils' books that is carelessly presented and untidy. The previous co-ordinator left the school earlier in the year and the headteacher is filling the post in an acting capacity until a permanent appointment is made.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

**Art and design, design and technology, music and physical education** were sampled and no overall judgement is made about provision or the quality of standards achieved.

59. In **art and design**, pupils gain an appropriate range of experiences through working with a variety of materials. They develop an understanding of different styles and places by studying the works of well-known artists. Pupils in Year 6, for example, painted landscapes in the style of John Constable's 'The Haywain.' These indicate an increasing understanding of how to structure the scene to create a range of shades and tones from a palette of only five colours. Opportunities to visit art galleries such as the National and the Tate enhance pupils' learning and enrich their experiences of how artists represent the world about them and communicate feelings and moods.
60. Planning for **design and technology** indicates that pupils have satisfactory opportunities to develop an appropriate range of skills and design and make their own products. The school has good facilities for carrying out work in design and technology. Food technology projects link well to pupils' personal development with the focus on healthy eating. In the one lesson seen, teaching and learning were satisfactory. The pupils in Year 7 made satisfactory progress with the task of making reflective badges and turning their designs into reality. They were interested in the project and they had given much thought to the designs, which reflected their interests and personalities.
61. Curriculum planning for **music** ensures a strong emphasis on the development of pupils' key musical skills and good opportunities to apply these through performing and composing in lessons. The development of pupils' knowledge and understanding of music is effectively integrated with the development of their performing skills. The music specialist teaches all classes and in the lesson seen, teaching was good and the tasks were well matched to pupils' needs and capabilities. The good emphasis on the teaching and learning of musical terminology contributed well to the development of pupils' language skills as well as their ability to discuss their work. The teacher's enthusiasm and very good subject knowledge motivated the Year 6 pupils well. They greatly enjoyed learning to play a chord sequence in twelve-bar blues to accompany the song 'Hard Times Blues'. They made good progress with the task because the teacher had broken it down into manageable steps that developed their understanding of the chord structure as well as their performing skills. Pupils throughout the school also have opportunities to extend their skills by joining the choir, orchestra or learning the recorder. Choir members regularly take part in the local music service's "Songfest". Pupils also have the option of learning to play a string, woodwind or brass instrument, with lessons provided by the music service.
62. Lessons in **physical education** were seen in Years 4, 5, and 6. Excellent teaching was observed in a Year 6 class. The teacher communicated his enthusiasm and expert subject knowledge in a challenging and enjoyable way that enabled pupils to make outstanding gains in their ability to send and receive a small ball. In this lesson, standards were above those typical for pupils of this age. More able pupils could jump skilfully to receive a high ball and stretch and lunge with impressive skill to catch the ball with one hand. These skills have been

developed in a progressive way. In the lessons observed in Years 4 and 5, the quality of teaching and learning was satisfactory and the standards achieved were typical for pupils of this age. Basic skills were taught well initially, but when they were placed in a large game, they were given limited opportunities to apply the skills taught. The subject receives a high profile within the school and pupils enjoy the lessons and extra-curricular provision. "*The tournaments are great and so is the training,*" said one enthusiastic pupil in Year 6. Discussions with pupils indicate the majority are able to swim at least 25 metres by the time they leave the school.

63. The provision for extra-curricular sporting activities is very good, and over half the pupils attend clubs, ranging from dance and gymnastics, to football and athletics. Teams also take part, and are successful, in inter-school tournaments and competitions. The school team is representing Harrow in the London Youth Games at Crystal Palace.

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

64. There is an effective personal, social and health education (PSHE) programme that is being given an increasingly high profile within the school, following extensive training undertaken by the subject co-ordinator. Although the scheme of work is still being developed to ensure progression across the year groups, some innovations, such as PSHE meetings for parents and improved resources, are already having a positive impact. In Year 7, pupils have an additional programme for citizenship. In the one lesson observed, pupils had researched the advantages and disadvantages of the deforestation of the Brazilian rainforest. This very good lesson showed that the pupils had invested much thought into the topic and were sensitive to different arguments. Visits from the local MP and participation in the school council also enhance pupils' understanding of living in, and improving, the community.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3

<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3

<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	2

<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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