

# INSPECTION REPORT

**Harmondsworth Primary School**  
West Drayton

LEA area: Hillingdon

Unique Reference Number: 102384

Headteacher: Mrs I Falconer

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Reporting inspector: Mr C Deane-Hall  
23757

Dates of inspection: 11 – 14 October 1999

Under OFSTED contract number: 706628

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school: Infant, Junior and Nursery

Type of control: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: School Road  
Harmondsworth  
West Drayton  
Middlesex  
UB7 0AU

Telephone number: 0181 759 1718

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Appropriate authority: The Governing Body

Name of chair of governors: Mr N Taylor

Date of previous inspection: 8 January 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr C Deane-Hall, Registered inspector	Mathematics; Information and communications technology; History; Physical education.	Attainment and progress; Leadership and management; Quality of Teaching.
Mrs J Hughes, Lay inspector		Attitudes, behaviour and personal development; Attendance; Support, guidance and pupils welfare; Partnership with parents and the community.
Miss S Gerred	English; Geography; Religious education; Equal opportunities.	Curriculum and assessment; Spiritual, moral, social and cultural development.
Miss C Parkinson	Areas of learning for children under five; Science; Design and technology; Art; Music; Special educational needs.	Staffing, accommodation and learning resources; Efficiency of the school.

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## MAIN FINDINGS

### What the school does well

- Attainment in English, mathematics and science is above the national average by the age of eleven. Pupils make good progress in science by the end of Key Stage 2.
- Pupils' behaviour and their relationships are very good.
- The curriculum is good overall. In both key stages it is well balanced, broad and relevant to the needs of the pupils. Planning for continuity and progression are good.
- The provision for special educational needs, the equality of access to the curriculum and the quality of teaching for children under five is consistently good.
- Assessment procedures in the nursery are good and the information gained is used very well to support future learning.
- Provision for extra-curricular activities is very good.
- Provision for pupils' moral and social development is very good. Provision for cultural development is good.
- Partnership with parents and the community is very good. The school provides very good quality information for parents and enrichment through links with the community is also very good.
- The leadership and management of the school have a clear view of where the school should be heading.
- The school's use of learning resources and accommodation is good. Financial control and administration are also good.

### Where the school has weaknesses

- I. Attainment in information and communications technology is below the level expected by the age of eleven and pupils make unsatisfactory progress in Key Stage 2. Teachers lack confidence in the subject.
- II. Teachers do not use day-to-day assessment sufficiently to support future learning. Procedures for regular, on-going assessments and evaluations of pupils' learning and progress are not sufficient to support teachers in planning to meet the needs of all pupils and their next steps in learning.
- III. There is insufficient evaluation of school improvements and long-term strategic planning is not sufficiently clear.
- IV. Although satisfactory overall, there are limited opportunities for pupils to increase their spiritual development through planned opportunities for reflection, discovery and creativity.
- V. There are limited learning resources for design and technology and music. The level of software for information and communications technology is inadequate to meet the needs of all pupils.

**Harmondsworth Primary School has a considerable number of strengths which outweigh the areas for development. These areas for development will form the basis for the governors' action plan, which will be sent to all parents or guardians of pupils at the school.**

### How the school has improved since the last inspection

The school has made satisfactory improvement since the last inspection. It has overcome most but not all of the weaknesses identified in the last inspection. The quality of teaching has significantly improved, levels of attainment and pupils' progress have improved in design and technology and science, and opportunities for the development of pupils' social and cultural awareness have increased. The school has worked hard and successfully to involve staff and parents in creating a shared purpose. This has resulted in improved standards, particularly in mathematics and science, and an increased partnership with parents in their children's education. The school has also improved the curriculum since the last inspection and the governing body meets its statutory obligations. It has upgraded the computer hardware and improved the accommodation and learning environment. However, there are still weaknesses in teachers' subject knowledge in information and communications technology, particularly in Key Stage 2, in the level of software for the subject and in the procedures for assessment across the school. Although the school's development plan has improved, it does not clearly show how improvements are evaluated and the school's long-term strategic planning is unclear.

In addition, to the areas for development noted in the last inspection, the school has begun to develop systems to support and monitor teaching and curriculum development. It has also improved the provision for the professional development of staff. Effective procedures to support realistic target setting to help pupils attain higher standards are in place and the school is on course to meet them. The school is well placed to make further improvements.

**Standards in subjects**

This table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

<b>Performance in</b>	<b>Compared with all schools</b>	<b>Compared with similar schools</b>		<b>Key</b>
			<i>well above average</i>	<i>A</i>
			<i>above average</i>	<i>B</i>
English	C	D	<i>Average</i>	<i>C</i>
Mathematics	A	A	<i>below average</i>	<i>D</i>
Science	B	B	<i>well below average</i>	<i>E</i>

In the table above, similar schools are those which have a similar proportion of pupils known to be eligible for free school meals. The information shows, for example, that standards in science are above the national average and also above average in comparison with similar schools. Overall in all three subjects, pupils' performance was above the national average and above average when compared with the performance of pupils in similar schools. By the age of eleven, most pupils attain the level expected in religious education but do not attain the level expected in information and communications technology. Most children exceed the Desirable Learning Outcomes for children aged five in language and literacy, mathematics, knowledge and understanding of the world and physical and creative development. Their personal and social development is also above the level expected by the age of five.



• **Quality of teaching**

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Good	Satisfactory	Satisfactory
Mathematics	Good	Satisfactory	Satisfactory
Science	N/A	Satisfactory	Good
Information technology	N/A	Satisfactory	Unsatisfactory
Religious education	N/A	Satisfactory	Satisfactory
Other subjects	Good	Satisfactory	Satisfactory

The quality of teaching is satisfactory and has improved since the last inspection, particularly in Key Stage 2. In around one third of lessons teaching is good, in about one lesson in twenty it is very good and on the odd occasion it is unsatisfactory. In the remaining lesson teaching is satisfactory. There is little variation in the quality of teaching between the key stages, but the teaching of children who are under five is always good or better.

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses*

• **Other aspects of the school**

Aspect	Comment
Behaviour	Pupils' attitudes to learning and their personal development are good. Their behaviour and relationships are very good.
Attendance	Levels of attendance are satisfactory. Although the majority of pupils are punctual, a minority are persistently late. Rates of attendance of children under the age of five are good.
Ethos*	Good; pupils are keen to learn and are interested in their work.
Leadership and management	Satisfactory overall: the headteacher has a strong sense of purpose and together with the governing body, provide clear educational direction for the school. The governors have confidence in the headteacher. The role of the subject co-ordinators has not developed sufficiently because few monitor and evaluate the standards attained in their subject. Short-term development planning is satisfactory but there is limited evaluation of improvements and strategic planning lacks clarity..
Curriculum	Good: the curriculum is well balanced and broad; planning is good and ensures continuity between each year group. Equality of opportunity is good in the nursery and satisfactory in both key stages. Assessment procedures are good in the nursery. However, although effective formal assessments have been introduced and careful analysis of results undertaken, procedures for regular, on-going assessment and evaluation of pupils' learning and progress are unsatisfactory. There is no consistent, whole school system for recording information systematically.
Pupils with special educational needs	Provision for pupils with special educational needs is good in the nursery and satisfactory in both key stages. The school has successfully adopted the Code of Practice, and the policy for special educational needs is good. However, targets set in individual education plans are not always clear enough to identify specific elements to be taught for pupils to make good progress. Pupils are integrated successfully with all aspects of school life.
Spiritual, moral, social and cultural development	Provision for pupils' moral and social development is very good. It is good for cultural development and satisfactory for their spiritual development.

• **Other aspects of the school continued**

Staffing, resources and accommodation

Satisfactory overall; there are sufficient, appropriately qualified and experienced staff to meet the demands of the curriculum. The number of support staff is good. Arrangements for the professional development of staff are satisfactory and learning resources and accommodation are adequate. There are, however, weaknesses in the level of resources for information and communications technology, design and technology and music.

Value for money

The school provides satisfactory value for money.

*\*Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

• **The parents' views of the school**

**What most parents like about the school**

VI. The school encourages parents to play a part in the life of the school.

VII. Children like school.

VIII. The school's values and attitudes have a positive effect on pupils.

IX. The school enables pupils to achieve a good standard of work.

X. The school is approachable.

**What some parents are not happy about**

XI. The work children are expected to do at home.

Inspectors' judgements support parents' positive comments. The school has recently implemented revised procedures for homework. Although these new procedures are still bedding in, inspectors' judge that homework has a beneficial impact on pupils' progress and do not therefore agree with parents comments. It should be noted that of the 143 questionnaires sent out, 22 were returned. The vast majority (96 per cent), were supportive of the work of the school and only around four per cent expressed a few concerns.

## KEY ISSUES FOR ACTION

The headteacher, Governing Body and staff should work together to:

XII. raise pupils' attainment in information and communications technology by the end of Key Stage 2 by:

a) providing professional development opportunities for teachers to improve their understanding of the requirements of the National Curriculum and increase their confidence in the subject;

- a) improving the amount of software for the subject and for history, geography, music, religious education, design and technology, special educational needs and children under five;

(See paragraphs 14, 27, 118, 123, 125)

- improve the procedures for the regular assessment of pupils' attainment and progress so that teachers plan activities which match more consistently the needs of all pupils; (See paragraphs 39, 97, 117)

- improve the quality of strategic planning and set in place procedures to monitor and evaluate the effectiveness of school improvements by;

- a) reviewing and developing the role of subject co-ordinators;

- b) increasing the range of the monitoring of the quality of teaching and learning.

a)

(See paragraphs 31, 63, 117)

In addition to the key issues, the following less important weaknesses should be considered for inclusion in the action plan. These are indicated in paragraphs:

- Improve the learning resources for design and technology and music; (See paragraphs 71, 158)
- improve the quality of teachers' marking and so help pupils improve the quality of their work, including its presentation and spelling; (See paragraph 28)
- Provide professional development opportunities for staff who support pupils with special educational needs and so improve the rate of pupils' progress; (See paragraphs 15, 70, 143)
- improve the provision for pupils' spiritual development and so introduce increased planned opportunities for reflection, discovery and creativity, particularly in the areas of dance, drama and music. (See paragraph 42)

## **INTRODUCTION**

### **Characteristics of the school**

1. Harmondsworth Primary School serves the villages of Harmondsworth and Longford in the London Borough of Hillingdon. The school provides education for boys and girls between the ages of four and eleven. There are 166 pupils in total of which 73 are boys and 93 are girls. There is also a 20 place nursery which admits pupils from the age of three. Children attend this on a part time basis in either the morning or afternoon. The school is housed in two buildings. The Nursery and Years 1 to 5 are in one building and Year 6 is in former school, now a community centre.
2. Most pupils come from the immediate area surrounding the school and from West Drayton. Nearly all of the pupils are white with 36 from other ethnic groups. There are 21 pupils who come from homes where English is not their first language. Of these pupils, the most frequently spoken other languages are Punjabi, Bengali, Somali and Gujerati. Around eight per cent of the pupils are known to be eligible for free school meals. This is below the national average. There are 37 (22 per cent) of the pupils who are on the special educational needs register and two have a Statement of Special Educational Need.
3. Pupils enter the nursery with levels of attainment which are generally above those expected for their age. The general level of pupils' attainment on entry to the main school is above that expected for children of their age.
4. There are a total of 20 full time equivalent children who are under five. The school's admission policy is to admit pupils into the main school at the start of the term after their fifth birthday. The curriculum for these children is planned to provide appropriate experiences based on the six recommended areas of learning for children under the age of five.
5. The school aims
  - To help children to achieve their maximum potential in a happy, lively and carefully planned environment which will respond to the needs of every child in a sensitive, caring and flexible manner.
  - To offer opportunities to learn about and explore the surrounding world, their fellows and themselves.
  - To provide a variety of teaching resources and methods. Children are helped to monitor success and failure and develop positive self images.
  - To provide opportunities for children who are under five to socialise with peers and develop their physical, emotional, intellectual and social skills in a safe, secure and stable environment.
  - To assist children in Key Stage 1 to extend and refine skills and to investigate and experience situations and materials. Communication through listening, language, reading and writing are to be used to fully extended in this area.
  - To encourage children in Key Stage 2 to begin to discover facts for themselves, to think logically, and apply their skills and techniques to a number of learning situations
  - To place emphasis on learning numeracy and literacy in Key Stage 2, and to help children develop the ability to think logically, to apply understanding to tasks, to enquire freely, ask discriminating questions, discover facts and develop an investigational approach to learning through an exciting and varied presentation of material..
1. Over the next year, the school aims to:
  - raise standards of attainment in reading at the end of Key Stage 1
  - increase the proportion of pupils attaining the higher Level 3 in writing at the end of Key Stage 1
  - continue the programme of improvements in information and communications technology

- monitor the impact of the new homework policy and home - school agreement
- develop the monitoring role of curriculum co-ordinators
- develop the role of support staff in literacy and numeracy.

7. **Key indicators**

**Attainment at Key Stage 1<sup>1</sup>**

Number of registered pupils in final year of Key Stage 1	Year	Boys	Girls	Total
For latest reporting year:	1998	12	21	33

7. <b>National Curriculum Test/Task Results</b>		Reading	Writing	Mathematics
Number of pupils	Boys	8	8	8
At NC Level 2 or Above	Girls	18	18	18
	Total	26	26	26
Percentage at NC Level 2 or above	School	87(90)	87(97)	87(90)
	National	80(80)	81(80)	84(84)

7. <b>Teacher Assessments</b>		English	Mathematics	Science
Number of pupils	Boys	8	8	8
At NC Level 2 or Above	Girls	19	18	18
	Total	27	26	26
Percentage at NC Level 2 or above	School	90(94)	87(100)	87(100)
	National	81(80)	85(84)	86(85)

.....

1

Percentages in parentheses refer to the year before the latest reporting year

## Attainment at Key Stage 2<sup>2</sup>

Number of registered pupils in final year of Key Stage 2	Year	Boys	Girls	Total
For latest reporting year:	1998	17	10	27

<b>7. National Curriculum Test Results</b>		English	Mathematics	Science
Number of pupils	Boys	10	13	15
At NC Level 4 or Above	Girls	6	7	7
	Total	16	20	22
Percentage at NC Level 4 or above	School	59(60)	74(64)	81(56)
	National	65(63)	59(62)	69(69)

<b>7. Teacher Assessments</b>		English	Mathematics	Science
Number of pupils	Boys	12	12	16
At NC Level 4 or Above	Girls	7	7	8
	Total	19	19	24
Percentage at NC Level 4 or above	School	73(52)	70(60)	89(52)
	National	65(63)	65(64)	72(69)

### 7. Attendance

Percentage of half days (sessions) missed			%
Through absence for the latest complete reporting year:	Authorised	School	5.0
	Absence	National comparative data	5.7
	Unauthorised	School	1.2
	Absence	National comparative data	0.3

7.

### 7. Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	4
	Permanent	0

### 7. Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	6
	Satisfactory or better	99
	Less than satisfactory	1

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## 7. PART A: ASPECTS OF THE SCHOOL

### 7. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

7.

#### **Attainment and progress**

1. The majority of children enter the nursery with levels of attainment which are generally above those expected for their age in all of the recommended areas of learning: language and literacy, mathematics, knowledge and understanding, creative and physical development. Their personal and social development is also above that expected for their age. Most children, including those with special educational needs and those for whom English is an additional language make good progress in each of the recommended areas of learning. This rate of progress is well supported by the quality of teaching and by the curriculum which is broad, balanced and relevant to the children's needs. The planning of the curriculum is good; it ensures that pupils build on their level of skills, knowledge and understanding. In addition, procedures for assessment are good and the information gained from it is used very well to support future curriculum planning. All of these elements combine to ensure that children in the nursery make good progress. Pupils enter the main school at the start of the term after their fifth birthday. By the time they are five most attain and many exceed the level expected in the Desirable Learning Outcomes in all of the recommended areas of learning. Most children also exceed the level expected in their personal and social development.
  
2. By the end of Key Stage 1, pupils' attainment is above the national average overall. In reading, the proportion of pupils reaching Level 2 or higher was above the national average, but the proportion attaining the higher Level 3 was well below the national average. In writing, the percentage of pupils attaining Level 2 or above, was above the national average, and those reaching the higher Level 3 was close to the national average. In mathematics, the proportion of pupils attaining Level 2 and Level 3 was close to the national average. Teachers' assessments gave a broadly similar picture of attainment. In science, teachers' assessments show that the proportion of pupils attaining Level 2 or above was broadly in line with the national average and those reaching the higher Level 3 was below the national average. Observations in lessons, examination of pupils' work and discussions with pupils show that by the end of Key Stage 1, pupils' attainment in English and mathematics is above the national average, and in science it is in line with the national average. The results of the tests in 1999 show that improvements have been made in the proportion of pupils who attain Level 3 in reading, mathematics and science. The improvement in standards in science have been significant. The variation in attainment between the results of 1998 and the inspection is due to several improvements in the quality of provision. In the curriculum, planning is detailed and ensures effective continuity as pupils move through the school. The school has worked hard and successfully to improve pupils' literacy and the quality of teaching is never less than satisfactory and often good. These improvements have had a positive effect on pupils' levels of attainment.
  
3. Over the last three years there has been a slight improvement in the level of attainment in reading. In writing and mathematics standards have improved. In comparison with similar schools, pupils' attainment was well below average in reading, below average in writing and in line with the average in mathematics. Over the last three years the average performance of girls was very slightly better than boys in reading, much better than boys in writing, and slightly better than boys in mathematics. The school is aware of this variation in attainment by gender and has used its literacy and numeracy strategy to improve the performance of boys. During the inspection, there was no significant variation in attainment by gender in the core subjects. However, there is a significant gender imbalance in the present Year 2. There are only seven boys in a cohort of 30 pupils and of these a significant proportion of boys are on the special educational needs register. Overall, this has a negative effect on the standards attained by boys. In English, most pupils attain levels above those expected. They use a varied vocabulary and often adapt what they say to the needs of the audience, for example, when explaining their strategies for solving a problem in mathematics to the class. In reading, most pupils read from a range of texts often with fluency and use their knowledge of language to successfully find information. In writing, ideas are often developed in a logical way and many pupils correctly use



punctuation such as capital letters and full stops. In mathematics, pupils often use their knowledge of number to solve problems and increasingly explain how they worked out their answers.

4. In Key Stage 1, pupils make satisfactory progress in English, mathematics and science. In information and communications technology and religious education, pupils make satisfactory progress and attain the levels expected by the end of the key stage. Lower attaining pupils make similar rates of progress as other pupils because they are generally provided with activities which match their needs. Higher attaining pupils also make satisfactory progress overall, although they are not always provided with activities which are sufficiently challenging. This has a negative effect on their rate of progress. The school has improved its provision for higher attaining pupils since the last inspection, but recent initiatives, such as the extended writing groups for Year 2 pupils, have not been in place long enough to impact upon overall rates of attainment. Pupils make satisfactory progress in design and technology, geography, history and music. In all of these subjects, pupils increase their levels of understanding, skills and knowledge of the subject, so that by the end of the key stage, they reach the levels expected for pupils of their age. In physical education pupils often make good progress and many attain a level above that expected for their age. In art, pupils often make good progress and many attain a level which is above that expected for their age.
  
5. By the end of Key Stage 2 pupils' attainment is above the national average in English, mathematics and science. The results of the National Curriculum tests for eleven year olds in 1998 show that the pupils' level of attainment, overall, in English was broadly in line with the national average. In mathematics attainment was well above the national average and in science attainment was above the national average. In mathematics and science the proportion of pupils attaining Level 4 or above was above the national average. In English, the proportion of pupils reaching the higher Level 5 was close to the national average, in mathematics it was well above and in science it was above the national average. Teachers' assessments provide a broadly similar picture of attainment. Inspection evidence shows that in English, mathematics and science pupils' attainment is above the national average. The variations in the test and inspection judgements are because of the different cohorts of pupils involved and the improvements in the curriculum and the teaching. For example, the school has successfully implemented the National Literacy Strategy, revised the planning for mathematics and has a scheme of work for science which helps to ensure that the requirements of the National Curriculum are met. These factors have helped to provide consistency in subject planning, which in turn help pupils to build sequentially on the levels of skills. In comparison with similar schools, the results in English were below average, but in mathematics they were well above average. In science pupils' attainment was above average when compared with that of pupils in similar schools. Overall, across all three subjects, pupils' performance was above average when compared with that of pupils in similar schools. The results of the tests in 1999 show a significant improvement in the proportion of pupils reaching the higher Level 5.
  
6. Over the last three years, there has been a slight decline in standards in English. However, over the last two years standards have improved. In mathematics and science, standards have steadily improved. Over the last three years the performance of girls has been better than that of boys in all three subjects. However, in mathematics and science the performance of boys has improved year on year. Boys' performance in English has also improved overall, during the last three years. The school is monitoring the difference in attainment by gender and has successfully begun to close the gap in attainment between boys and girls. By the end of Key Stage 2, pupils communicate fluently and express their ideas confidently. Most read confidently, accurately and fluently. They know where and how to obtain information, using both reference books and information and communications technology. Many write in a range of forms and use punctuation effectively. However, a common weakness is in pupils' spelling; words are too often spelt phonetically and without due care. Pupils' presentation of their work sometimes lacks sufficient care. This is because teachers are prepared to accept sub-standard work. In recent months, however, the presentation of work has begun to improve.
  
7. In Key Stage 2, pupils make satisfactory progress in English and mathematics. In science they often make good progress. In information and communications technology pupils make unsatisfactory progress and do not reach the level expected. This is because, although resources have been improved, there is a lack of software to support the curriculum. In addition, several teachers have limited subject knowledge and lack confidence when teaching the subject. In religious education, pupils make satisfactory progress and attain the level expected. Pupils' progress over time is good in art and, from a scrutiny of their work, it is clear that many attain levels above those expected for their age. In design

and technology, geography, history, music and physical education pupils make satisfactory progress. Since the last inspection, opportunities for higher attaining pupils to increase their rate of progress have improved. The school has started the 'Challenger Club' which offers opportunities for pupils to extend their learning. However, teachers do not always use information gained from assessment to support pupils in their next steps in learning. In addition, there is still room for improvement in the quality of teachers' marking so that pupils are helped to see how they can improve their own work.

8. In both key stages, pupils with special educational needs make satisfactory progress towards their targets. Some are removed from the special needs register when their achievements are similar to those of others in their year group. Most pupils improve their literacy and numeracy skills as well as their ability to relate well to others. A very small proportion of pupils make slower progress. This is because this group has more persistent problems, their individual education plans are not detailed enough and they do not always receive suitably graded work. The support provided through individual and small groups is generally beneficial to pupils' progress, particularly when support staff have received professional development training. The progress of pupils with English as an additional language is satisfactory. These pupils are effectively supported, particularly when staff are aware of the particular needs of these pupils; for example, in the case of recently admitted refugees from Kosovo.

#### 15. **Attitudes, behaviour and personal development**

9. The attitudes, behaviour and personal development of children under the age of five are very good. Children show very positive approaches to their learning and they are eager to participate in all the activities teachers offer. These children respond very well to the challenges they are set. During an extended language and literacy session, they participated extremely well in a 'circle game', identifying objects and their initial sounds. They observed the rules meticulously, listened to each other and only spoke when it was their turn. Children are well mannered and gain in confidence through the well-planned provision for their personal and social development. Pupils with special educational needs have very good behaviour and relate well to adults and other pupils at school. Occasionally, pupils lose concentration when work is too difficult for them.
10. Pupils' attitudes to learning are good in both key stages. They show interest in their work and concentrate well in lessons. They are particularly keen to contribute during discussions and they listen carefully to the contributions of others. They are confident and ask questions if they are unsure of exactly what they are to do. Most pupils produce a good quantity of work and are eager to show this to others. However, pupils' presentation of their written work is variable and tasks are not always recorded with enough care.
11. Behaviour is very good throughout the school and this has a positive impact on pupils' attainment and progress. Pupils are very familiar with the school's golden rules, rewards and sanctions, and this helps the school to function as a very orderly, calm and happy community. Pupils respond very well to the consistent approach to discipline and behaviour they are offered by staff. There have been four fixed term exclusions in the past year.
12. Relationships throughout the school community are very good. Pupils are generally very sensitive to the needs of others. They immediately go to help if someone is upset or hurt. Classmates support one another very well and when pupils answer teachers' questions, they are confident that their suggestions will be taken seriously. Pupils and teachers also enjoy very positive relationships. Many lessons are characterised by good use of humour and consistent mutual regard. This contributes to a very positive learning environment.
13. Pupils' personal development is good. They respond well to the opportunities offered for them to take responsibilities. As pupils move through the school they contribute increasingly to the life of the school community. All Year 5 pupils act as library monitors at various times during the year. In Year 6, pupils undertake telephone and door duties at lunchtime, they work with nursery children from time

to time and some operate the overhead projector during hymn practice. They are sensible and prove themselves to be responsible and trustworthy. During literacy hour, pupils work independently and sustain their concentration for extended periods. Pupils also benefit from the residential trip to Normandy, where they live and work with their classmates in a very different social setting.

14. By the time they reach the end of Key Stage 2, pupils are able to locate information efficiently and use dictionaries and reference books with ease. Parents are positive about their children's attitudes and behaviour at school and feel they grasp all the opportunities the school offers to extend their personal development. The attitudes, behaviour and personal development shown by pupils are better than those reported at the time of the previous inspection.

21.

## 21. **Attendance**

15. Levels of attendance are satisfactory and are similar to those found at the previous inspection. Although the majority of pupils are punctual, a minority are persistently late. The school is aware of this problem and has satisfactory measures in place to monitor and address the situation. There is a prompt start to the school day.

16. Rates of attendance of children under the age of five are good. Their parents bring them to school on time. These factors have a positive impact on their attainment and the progress they make.

## 23. **QUALITY OF EDUCATION PROVIDED**

### 23. **Teaching**

17. The quality of teaching is satisfactory and has improved since the last inspection, particularly in Key Stage 2. In almost all lessons the quality of teaching is at least satisfactory. In around one third of lessons teaching is good. In about one lesson in twenty it is very good and very occasionally it is unsatisfactory. In the remaining lessons teaching is satisfactory. There is little variation in the quality of teaching between the key stages, but the teaching of children who are under five is never less than good. The improvement in the quality of teaching since the last inspection has been achieved through a combination of factors. The headteacher has worked hard and successfully to use information gained from the monitoring of the quality of teaching to provide well focused professional development opportunities for teachers. This has had a positive impact on teachers' effectiveness and on the rate of pupils' progress, particularly in Key Stage 2.

18. The quality of teaching in the nursery is good. Teaching shows a good understanding of the needs of these young children and activities are planned which match the needs of all children. Teachers have high expectations of what children can do and use time and resources well. Support staff are well deployed and help to ensure the good rate of progress for most children, including those with special educational needs. Teachers and support staff enable children to take responsibility for appropriate areas of their learning which has a beneficial effect on their self-confidence. Explanations are clear and good questioning is used to move children's learning onwards. Day-to-day assessment is very good. Staff liaise closely and this helps to ensure that all pupils have equal access to the curriculum activities which are closely matched to children's needs. Children's behaviour, including that of children with special educational needs, is very well managed. Lessons are very well organised and include a very good range of teaching styles. Teachers work closely with parents and provide good support to enable parents to help their children's learning at home. The teaching of literacy and numeracy is good.

19. In Key Stage 1, teaching is never less than satisfactory and in just under one third of lessons it is good. Occasionally teaching is very good. In Key Stage 2, teaching is good in just under one third of lessons and in under one lesson in ten it is very good. Very occasionally it is unsatisfactory. Some very good teaching takes place in English, music, physical education, and science. Where the quality of teaching is very good, teachers have high expectations of what pupils can do and a very good subject knowledge, which they use well to support pupils' progress. Very good teaching ensures that the needs of all pupils, including higher attaining pupils, are met. Good teaching is characterised by lessons which proceed at a good pace and where pupils are encouraged to work with speed, thoroughness and within a set time limit. When this happens, it has a positive impact on pupils' progress. Very

occasionally teaching is unsatisfactory. This is because the activities provided do not meet the needs of all pupils, for instance, higher attaining pupils are provided with tedious activities which fail to sufficiently challenge them. As a result, their motivation and rate of progress declines.

20. Teachers' own knowledge of the full range of the curriculum subjects is generally secure. However, several lack confidence in information and communications technology. This limits the effectiveness of teaching and learning in the subject, particularly in Key Stage 2. Teachers are generally secure in their knowledge of English and mathematics. Teachers use time and resources satisfactorily. Some but not all, use time well towards the end of lessons in order to gather pupils together to consolidate learning and assess the level of pupils' understanding.
21. In most lessons teachers manage pupils' behaviour well, have satisfactory expectations of what pupils can do, and use a range of styles effectively to support learning. Special educational needs support staff and support staff for pupils with English as an additional language are used efficiently. Lesson planning is satisfactory overall, and is consistent across the school. Teachers generally have a clear view of what is to be learnt during lessons and how activities will develop. In the best lessons, planning ensures that pupils of differing levels of attainment have work set that is suitable for them. Unfortunately, assessment in lessons is inconsistent and so information gained from assessment to support future learning is also patchy. Marking is up-to-date but targets to support pupils in improving their work are inconsistently set. Its value for developing pupils' work, particularly in spelling and presentation, is under-developed.
22. The teaching for pupils with special educational needs is satisfactory. Teachers identify pupils with special educational needs early and are aware of their problems. However, the school's assessment system has a weakness in that it does not support analysis of pupils' performance. As a result, in most classes, suitably graded tasks are not always set for pupils of different abilities and this means they do not have enough opportunities to extend and consolidate their skills and knowledge. Pupils with learning difficulties receive useful additional help from learning support assistants to practice literacy and numeracy skills. Teachers ensure that those with emotional and behavioural difficulties are helped to manage their relationships. This impacts positively on the learning.
23. Homework is used satisfactorily and has a beneficial effect upon pupils' progress. The school has recently implemented a new procedure for homework after consultation with parents. Each pupil has a homework book which notes regular activities to be carried out and includes a useful reading record. Homework is mainly focused on literacy and numeracy, but it also includes activities in other subjects. As pupils move through the school the quantity of homework increases. Parents recognise that it is too soon to judge the effectiveness of the new system but accept that the school is working hard to improve the provision for homework, and inspectors agree. Pupils are generally prepared effectively for their next stage of education.
24. The school has been successful in addressing most of the weaknesses identified in the last inspection. The quality of teaching has improved considerably in Key Stage 2, the improved teaching of design and technology has resulted in pupils making good progress, and teachers are beginning to provide activities which match the needs of higher attaining pupils. However, information gained from assessment of what pupils understand, know and can do is not used consistently to provide sufficiently challenging activities for pupils, particularly higher attaining pupils. This has a negative effect on their rate of progress. In addition, the quality of teaching in information and communications technology has not improved sufficiently.
31. **The curriculum and assessment**
25. Overall, the curriculum provided by the school is good. It is suitably broad and balanced and includes all the subjects of the National Curriculum and religious education. Provision meets statutory requirements. An effectively planned programme of personal, health and social education enriches the breadth of the curriculum and includes sex and drugs education. Visitors into school from the police and the local health authority enhance the provision in these areas. Weekly teaching hours are

satisfactory and time allocations for the different subjects are generally appropriate. Curriculum priority is appropriately given to English and mathematics with a suitable, daily focus on literacy and numeracy skills. The impact of the school's literacy strategy across the curriculum is good while that of the newly introduced National Numeracy Strategy is satisfactory. Curricular provision effectively promotes pupils' intellectual, physical and personal development and prepares them well for the next stage of their education. Satisfactory provision is made for pupils, for whom English is an additional language.

26. The curriculum for children under five is well balanced, broad and well matched to the children's needs. Planning is good and based on the six recommended areas of learning for children under five. Assessment procedures are thorough and information gained from assessment is used very well to support future planning for children's learning and to monitor progress. The curriculum provides good equality of opportunity for all children. Children with special educational needs and those who have English as an additional language are well supported through a relevant curriculum which matches their needs.
27. The school is committed to equal opportunities, which is satisfactorily reflected in its policies and practice. All pupils generally have access to the full range of the curriculum and pupils receive full equality of opportunity. However, some higher attaining pupils are not always sufficiently challenged in lessons.
28. Provision for pupils with special educational needs is satisfactory. The school has adopted the Code of Practice, and this is observed carefully throughout the school. The school's policy for special educational needs is good. It sets out clear procedures so that pupils are identified early and there is a consistent approach towards their management. Targets set in individual education plans are not always clear enough to identify specific elements to be taught for pupils to make good progress. The school's system to assess and record pupils' achievements is not sufficiently established to help teachers to set suitably graded work to meet pupils' needs, and so help pupils meet their targets. Record keeping is sound and all documents are regularly reviewed. Pupils are integrated successfully with all aspects of school life.
29. Bilingual pupils have many opportunities throughout the curriculum to develop their speaking and listening skills and to learn to read and write English. Curriculum policies include reference to equal opportunities and the school is careful to ensure that its environment and ethos reflect the multi-cultural nature of its community. The school actively encourages pupils to learn English and to have full access to the national curriculum. All members of the school community work closely together to ensure that all pupils from ethnic minority groups are fully involved in the life and work of the school. Although the school is aware of the different languages spoken by pupils and provides additional support for those whose English is very limited, the needs of other, higher attaining pupils with English as an additional language are not always clearly assessed and evaluated.
30. Key issues arising from the previous inspection, were concerned with the quality and depth of content as well as coverage of the curriculum in Key Stage 2, particularly in English and science. The school has made good progress in dealing with these points and now has a very clear curriculum across the school. Subject policies and schemes of work have been effectively reviewed and there is a good system of long and medium term planning. The long-term plan for each subject provides an overview of what is to be taught in each year group, while comprehensive schemes of work ensure good coverage of the National Curriculum programmes of study. They set out very clearly what pupils will be expected to know and be able to do each term, in each of the year groups, for all subjects of the National Curriculum, religious education and personal, health and social education. The long and medium term plans ensure that learning builds systematically on existing skills and understanding to provide effective continuity and progression through the school.
31. The school's provision for extra-curricular activities is very good. Most teachers are involved in organising at least one of a wide range of out of school activities of both an academic and sporting nature. Approximately 20 junior pupils participate in each club, which includes football, net-ball,

athletics, choir, science, challenge, story and French.

32. Procedures for regular, on-going assessments and evaluations of pupils' learning and progress are unsatisfactory and insufficient use is made of information gained from assessment. There is no consistent, whole school system for recording information systematically. Consequently, work is set which does not always effectively take account of the needs and prior attainment of particular groups of pupils, especially those with special educational needs and higher attaining pupils.



33. A key point in the previous inspection was for the school to develop assessment strategies to further inform planning and raise individual achievement. The school has taken some measures to improve this aspect, particularly at managerial level. However, the issue has not yet been fully addressed. Formal assessments have been introduced. These are undertaken when pupils enter the school and at the end of each year, where standardised tests and optional national tests and assessments in English and mathematics are administered. These procedures are satisfactory. Careful analysis of results is undertaken. The information gathered from this is used appropriately to identify strengths and weaknesses in curriculum provision, to set targets for school improvement in literacy and numeracy and to predict future National Curriculum levels of pupils year by year. A suitable system of termly target setting, in all subjects, for individual pupils, has recently been introduced but has not yet had time to become effective.

40. **Pupils' spiritual, moral, social and cultural development**

34. Overall, the school makes good provision for the spiritual, moral, social and cultural development of all its pupils, including those with special educational needs and those for whom English is an additional language. This contributes successfully to pupils' personal development and to their attainment and progress.

35. Provision for pupils' spiritual development is satisfactory. Opportunities for pupils to gain insights into values and beliefs are provided mainly through religious education, where pupils are taught about Christianity, Judaism, Sikhism, Hinduism and Islam. Within some religious and personal, health and social education lessons, there are opportunities for pupils to reflect on their own feelings and experiences and those of others, in a way which develops their self-knowledge. In other lessons, there are spontaneous examples of pupils responding with wonder and amazement to scientific phenomena, music and literature but the school does not provide enough planned opportunities for spiritual development across the full range of subjects. Assemblies are held daily and are used effectively to celebrate achievement, to practise hymns and to explore social, moral and religious themes. However, acts of worship are not used sufficiently to foster spiritual awareness and to provide time for reflection and personal prayer.

36. The school's provision for moral development is very good. Acceptable conduct is effectively promoted through the school's well implemented and maintained policies and there are very clear expectations of high standards of behaviour. These are supported by the set of positively framed "golden rules" displayed prominently around the school and in all the classrooms. A constructive system of simple rewards and sanctions reinforces the rules for behaviour. The school provides good opportunities for pupils to develop a clear understanding of right and wrong, at levels appropriate to their ages, and to understand that there is a need to respect the rights and property of others. Moral issues are well taught and are also discussed as they arise. This fact is reflected in the very good behaviour of the pupils.

37. A key issue of the school's previous inspection was to develop opportunities within the curriculum for social understanding and response. This aspect has improved considerably and provision for pupils' social development is now very good. Personal, health and social education provides opportunities for pupils to think positively about themselves and others and to try to "put themselves into someone else's shoes". Pupils are given opportunities to work together in class, in pairs and groups, and to take turns and share resources and equipment. A good example of this was seen in a Year 3 drama class, where groups of pupils negotiated their roles and agreed on actions for their sketches. Through role-play in 'home-corners' and 'shops', younger pupils learn to relate to each other in real life situations. Pupils are given good opportunities to take responsibility, appropriate to their age and development, both within the classroom and the wider school community. For example, pupils in Year 5 act as librarians and Year 6 pupils read to pupils in the nursery and help them to change their library books. Social awareness and responsibility are further developed through the successful links with the local village community, particularly at Harvest-time and Christmas. Pupils' understanding of citizenship is promoted through the school's programme of personal, health and social education, which makes use of visitors with specialist knowledge, such as representatives of the police, health authorities, and through its successful links with British Airways and the British Airports' Authority.

38. The previous inspection highlighted as a key issue the need to develop opportunities for pupils' cultural and multi-cultural development. There has been an improvement in this aspect so that provision is now good. In geography and religious education, for instance, pupils learn about the customs and beliefs of people from their own and other cultures. Through a study of different places, pupils find out about the lives of people in Kenya, St Lucia and in the European Community. Their understanding of the richness and diversity of the multicultural society in which they live is enriched by learning about all the major world religions and through the use of visits to places of worship. Pupils from a variety of cultural backgrounds are encouraged to share their traditions and customs with one another. Through lessons in art and music pupils explore and experience works from different times and places. Visits, to places of historical interest such as Windsor Castle, St Albans, and the British Museum, as well as to St Mary's Church and the old Tithe Barn in the village of Harmondsworth, are used effectively to alert pupils to their historical and cultural heritage.

45. **Support, guidance and pupils' welfare**

39. Procedures for pupils' support, guidance and welfare are good overall. The school makes good provision for pupils' educational support and their pastoral care and guidance.

40. The headteacher and staff know pupils well and have a satisfactory understanding of their needs. Pupils are assessed on entry to the school and any special educational needs are identified. Systems to support and monitor pupils' academic progress are in place but are not yet fully implemented. Their effect has yet to be felt and it is too early to judge their impact on raising pupils' attainment. The recent introduction of interim targets to monitor pupils' personal development is an effective way to highlight areas of concern to both pupils and parents. For example, poor punctuality or absence rates can be clearly illustrated to parents. Pupils from refugee families are welcomed into school. Some of these pupils speak no English at all and they are paired with other class members to help them integrate into an unfamiliar environment.

41. Support for pupils with special educational needs is satisfactory in both key stages. The special educational needs co-ordinator has worked hard to ensure that external agencies are involved and have a good relationship with the school. Procedures for behaviour management are good and promote positive relationships consistently throughout the school. This stability is helpful to pupils with special educational needs and provides a clear code for them to follow.

42. Staff use very effective measures to manage and promote good behaviour in classrooms and around the school. The code of conduct is simple and is clearly communicated to all members of the school community. It is consistently applied by all adults. The school is very calm and orderly and this has a positive impact on pupils' learning. The headteacher is quick to address any unacceptable behaviour. All the adults working in the school act as good role models for their pupils.

43. Arrangements for child protection are satisfactory. The deputy headteacher is the designated teacher and she effectively combines this with her role as special educational needs co-ordinator. She attends appropriate training courses and passes relevant information to colleagues. Well established liaison with outside support agencies ensures additional support is available on request.

44. Procedures for monitoring attendance are good. The Welfare Officer ensures registers are up to date and she carefully follows up any unauthorised absence. Most parents are conscientious about informing the school of any reasons for absence. Teachers carefully complete registers at the start of each session. Regular information is sent to parents regarding attendance and punctuality. Holiday absence is a particular problem in this area as many parents work at the nearby airport and wish to benefit from the cheaper air fares on offer.

45. The school is very successful in promoting the health, safety and general well being of its pupils. The full time Welfare Officer is a familiar and welcome figure to pupils and she carries out her duties very conscientiously. Suitable arrangements are made for the provision, administration and recording of

first aid. The pleasant surroundings created by the school in the welfare room are of an unusually high standard and illustrate the importance the school attaches to pupils' well being. All adults working in the school show a good awareness of health and safety issues. Lunchtime supervisors are conscientious in their duty of care and have a good understanding of the medical needs of individual pupils. They establish warm relationships with the pupils and lunchtimes are pleasant and orderly social occasions. The school keeper ensures a safe and secure environment. Any health and safety issues are speedily rectified and the school building is very clean and well maintained.

46. Parents believe that the school gives their children a very good start to school life. They are very happy with the pastoral care and support their children receive. The school has maintained the previously high standard of provision. Behaviour management and midday arrangements have improved.

53. **Partnership with parents and the community**

47. The headteacher and staff establish a very good partnership with parents and the community. The provision has several significant strengths. The quality of information provided by the school is very good. The school prospectus is detailed and provides parents with a good overview of the school. Regular information is sent to parents in newsletters and parents are encouraged to talk to staff about any concerns they may have.

48. Good quality information about the curriculum is provided for parents. They are invited to attend curriculum evenings on topics such as literacy and these opportunities are valued by parents. The school provides parents with useful information about what their children will be studying. Parents of children in the nursery are able to stay in the nursery with their children to see them at work. Parents of pupils with special educational needs are kept well informed about their children's progress and are encouraged to work in partnership with the school.

49. The quality of annual written reports to parents on their children's attainment and progress is good. The format contains all the statutory requirements. Detailed, evaluative comments are written for each subject, along with very specific targets for each pupil's development. These are particularly useful to parents as they enable them to become more closely involved in their children's learning and to provide support for them at home. Another good feature of the reports is that detailed comments are also made on pupils' attitudes and personal development and this gives a more rounded picture of each individual. Parents are appreciative of the quality of the reports.

50. Parental involvement in the life of the school is very good. Some offer classroom support, others use their expertise to benefit pupils, for example, in the library. A good feature of parental involvement is that parents are involved with the headteacher, governors and staff in drawing up the school development plan. Some have also contributed to the sex education and drugs' education policies. The home school agreement had a great deal of parental involvement and parents have been instrumental in the initial success of the homework organiser books. The consistent setting of homework and good parental understanding of the school's expectations of their children, ensure that homework is useful and makes a positive contribution to pupils' learning. Parents are involved in reviewing both academic and personal targets for their children with teachers throughout the year. The opportunities this provides for teachers to discuss issues such as attendance and punctuality, as well as progress in curriculum areas, are useful tools for the school, and provide an easy way for parents to understand the impact erratic attendance and poor timekeeping can have on their children's performance.

51. Parents make very positive contributions to improving pupils' literacy. Many encourage their children to visit public libraries and encourage a love of books. They support the school's book week and regularly listen to their children read at home.

52. Enrichment of the curriculum through links with the community is very good. The school works very

hard to be a good neighbour to local residents. Pupils entertain the elderly residents at a nearby day centre and invite them to harvest festival where they receive gifts from the school. Very good links are fostered with the neighbouring British Airport Authority and British Airways. Pupils benefit from visits to both organisations' education centres and the adjoining parkland. Pupils also benefit from on-site resources financed by BAA, such as the playground and benches. Local service providers talk to pupils and increase their understanding of the wider world. Children under the age of five enjoy local walks in the fields next to the school. This helps to widen their knowledge and understanding of the environment.

53. Parents' views reflect those of the inspectors and are very positive. They feel very welcome and involved in the life of the school. This area of the school's provision has improved since the last inspection, particularly in the area of parental involvement.

60.

## **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### **60. Leadership and management**

54. The headteacher has a strong sense of purpose and together with the governing body provide clear educational direction for the school. Governors have confidence in the headteacher, are aware of their responsibilities and together with the staff are committed to high standards of achievement. Effective committee structures and appropriate deployment of governors to specific responsibilities, including literacy, numeracy, special educational needs and target setting, help to ensure effective oversight of the work of the school. Committees regularly report to the full governing body, ensuring that they are all kept involved in any decisions necessary. Governors monitor the progress of the school's action plan effectively, hold the school to account for the standards it achieves and act as a critical friend.

55. Since the last inspection the school has had two different headteachers and an acting headteacher. This situation has inevitably slowed the pace of improvement. However, satisfactory improvements have been made and the school is now well placed to make further improvements. In spite of the changes, the school has addressed most, but not all, of the weaknesses identified in the last inspection. For example, the curriculum is planned in sufficient depth to meet the requirements of the National Curriculum, professional development opportunities have successfully enhanced teachers' skills in design and technology, science and music, the quality of teaching has improved and standards have risen in design and technology. The school has also improved the opportunities for the development of pupils' social, and cultural awareness. Over the last year the school has worked successfully to involve parents and all staff in creating a shared purpose to raise achievement; for example, through the home-school agreement, the homework arrangements, and the extra-curricular activities such as the Challenger Club. In addition the governing body now meets its statutory obligations.

56. There are, however, a few important weaknesses which have not been sufficiently addressed. Although the leadership roles of the key stage co-ordinators are satisfactory, the role of the subject co-ordinators is not satisfactory. Subject co-ordinators annually audit their subject effectively, but most do not yet monitor their subject in order to develop the curriculum and so raise standards. The school has, however, successfully developed this aspect of the English and mathematics co-ordinators' role which has had a beneficial effect on pupils' progress and standards. Improved assessment procedures have begun to be put in place; for example in mathematics. However, as these are just starting, it is too soon to judge their impact in helping to raise standards. Teachers still lack confidence in information and communications technology in Key Stage 2 and this has a negative effect on pupils' progress.

57. Teaching is effectively monitored by the headteacher. This is linked closely with the monitoring of the curriculum through class visits. Feedback is given to teachers after these visits which highlight strengths and areas for development. Any necessary professional development is then agreed.

58. The school has generally been effective in identifying relevant priorities for improvement, and in taking the necessary steps towards achieving them. The school's development plan is a useful document and successfully provides appropriate information about time scales for completion of targets, professional development needs and success criteria. However, it does not clearly show how improvements are evaluated. In addition, the school's long-term strategic planning is unsatisfactory because the school only has plans for the next year.
59. The management of procedures for pupils with special educational needs is good. All paperwork is up-to-date and procedures followed meticulously. The governor with responsibility is well informed, receives reports on changes to the special needs register every two months and meets the co-ordinator every term.
60. The school has a positive ethos where all are valued, work towards a common goal and where good attitudes towards learning and citizenship are nurtured. There is a clear commitment to high attainment, an effective learning environment and very good relationships. The hard-working staff demonstrate loyal commitment to the school. Curriculum co-ordinators' roles have been appropriately allocated with teachers being responsible for subjects in the National Curriculum as well as other important areas, such as special educational needs. The aims, values and policies are satisfactorily reflected in the work of the school. The school works hard to ensure equality of opportunity for all and this it generally achieves. The governing body meets all of its statutory obligations
67. **Staffing, accommodation and learning resources**
61. The school has sufficient suitably qualified and experienced staff to cover the demands of the National Curriculum. The number of non-teaching staff, including those who support pupils with special educational needs is good. All staff, apart from the newly qualified teacher, are appraised by the headteacher. Procedures for the professional development of staff are sound. They are improving and are linked to appraisal and the results of the monitoring teaching and learning. Arrangements for the induction and development of new staff are satisfactory.
62. The accommodation for pupils' learning is satisfactory and has improved since the last inspection. The governors, with the headteacher and school keeper have been successful in raising the standards of accommodation in several areas of the school, and especially the quality and extent of outside play areas. These improvements include new flowerbeds, benches and outdoor equipment for the nursery so that children under five have better access to the curriculum. The school has suitable hard surface areas for sport and play, and a grass area. The well-equipped kitchen is a valuable resource which is used for food technology by pupils, including children in the nursery. The buildings are well maintained and kept in good decorative order. However, there are weaknesses in the accommodation; the library is too small for a whole class to use at the same time, and the school hires an additional classroom as the accommodation is too cramped to make provision for all classes.
63. The number of classroom support assistants is high and provides useful support for pupils with special educational needs. Most members of staff have received additional literacy training, the whole school staff has received in-service training about special educational needs and this has been helpful. However, while the school has made a good start, there has been no special training yet to help staff working individually with pupils to improve and extend their skills in particular areas of difficulty. While most learning resources are adequate, there is too little software for pupils with special educational needs to help them to learn independently.
64. Learning resources are adequate for English, mathematics, art and physical education. They are good in the nursery and for science, geography and religious education. However, resources for music, design technology and information and communications technology are unsatisfactory. Software for information and communications technology in several foundation subjects is unsatisfactory. Storage of resources is satisfactory in all subjects except for design and technology. These are stored in the kitchen, are not easily accessible or stored in suitable conditions. Classrooms have an adequate stock of fiction and non-fiction books, and in the library the number and range are satisfactory. The

number of computers has improved since the last inspection and the school continues to extend the number and range to maintain satisfactory provision.

65. The school uses its good access to the local community as an effective resource to improve and extend the curriculum. Since the last inspection the school has improved resources for information and communications technology but still needs additional software. The shortage in outdoor play equipment for the nursery has been resolved.

72. **The efficiency of the school**

66. The school's management and use of financial resources available to it is good. The administrative officer carries out tasks effectively and makes good use of information technology so that day-to-day administration and financial control run smoothly. Systems are well established and have been carefully thought out. Accurate records are kept of spending and governors are given regular and up-to-date reports on the budget. Recommendations in the most recent audit report have been implemented.
67. The school's financial planning is satisfactory. Governors and the senior management team are effectively involved in formulating the school development plan so that it addresses some of the issues identified in the previous inspection report. However, arrangements for a three-year strategic plan remain unclear. There is limited feedback from curriculum co-ordinators to indicate the financial needs arising from monitoring of their subjects. The governors, with the senior management team, effectively analyse results of standardised tests to improve pupils' performance.
68. Both teaching and support staff are deployed effectively and learning resources and accommodation are used well. The school has directed resources successfully to improve accommodation, and to raise the standard of teaching by increasing in-service training opportunities for all staff. The school uses its resources for pupils with special educational needs carefully and ensures that they are used to provide a suitable amount of support for all pupils. Good use is made of cramped accommodation; for example, the library and outdoor play areas. Support staff are suitably deployed, but occasionally, their time is wasted when they wait without activity while teachers manage the remainder of the class. There is some under-use of one classroom. The school takes advantage of its surroundings and many visits are made out of school, which extend the curriculum effectively.
69. The unit cost per pupil is well above average. The quality of education provided by the school is satisfactory. Pupils' attitudes to learning are good and their behaviour and relationships are very good. The curriculum is good and so is provision for cultural development. The provision for social and moral development is very good. Provision for pupils with special educational needs is sound and they make satisfactory progress. The school has improved the quality of teaching, the curriculum and accommodation substantially since the last inspection. Taking all these factors into account, the school provides satisfactory value for money.

## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **76. AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

70. Children enter the nursery after their third birthday depending on availability of places. All places in the nursery are part time. There is no formal data on children's levels of attainment on entering the nursery but observations of children during the inspection, discussions with staff and from talking to the children, indicate that most children enter the nursery with levels of attainment which are above those expected in all the areas of learning.
71. The curriculum for the nursery is planned round the recommended areas of learning for children under five. Children make good progress in each of the recommended areas of learning in the nursery.
72. Children enter the reception class in the term after they are five. The majority of children have had nursery or playgroup experience before they start school and most enter the main school with levels of attainment which exceed those expected for their age in each of the recommended areas of learning. By the time children are five most exceed the Desirable Learning Outcomes in language and literacy, mathematics, knowledge and understanding of the world, creative and physical development. Their personal and social development is also above that expected for their age.
73. Children's personal and social development is well promoted in the nursery. They listen carefully to each other and communicate happily with adults. They begin to be aware of other people's needs as well as their own. For example, they recognise some of the needs of a baby who cannot eat hard food because he has no teeth yet, and the importance of having bath water at a suitable heat. In the play corner, older children take part in role play as a team, involve adults, give them a role and learn to take turns when pretending to take a doctor's surgery. They learn to recognise both good and unacceptable behaviour and respond quickly and happily to adult intervention. The children are keen to be independent. They increase their ability to dress and manage their own personal hygiene alone, and they help each other with aprons and shoes. They have good manners and some hold open doors and say please and thank you unasked. Most children are likely to exceed desirable learning outcomes by the time they are five.
74. Children make good progress with their language and literacy. They listen intently to adults when being given instructions and respond appropriately with questions and comments. They communicate well. Many have clear speech, and expect both to understand and to be understood. Many speak in lengthy, well-constructed sentences and can explain stories and events which have happened in the past and in other places. Older children recognise individual letter shapes and sounds, and some can write them without a prompt. A few children correctly write three letter words, such as 'Dad' and their own names. They enjoy books and stories, and explain simple sequences in order. Older children successfully use a computer to write letters and can say the sound they make. Most children exceed the desirable learning outcomes by the time they are five.
75. Children come to the nursery with a wide range of mathematical knowledge and experience. Higher attaining children count correctly up to twenty, add on one and count backwards. Many can count up to ten, and know basic shapes. Some children use the computer to match shapes and explain to each other what to look for. Many children order objects by size, and learn to weigh and measure in their food technology sessions. They are developing appropriate mathematical language, and use it correctly. They are likely to exceed the levels expected for children of five years of age when they enter the main school.
76. Children come to school with good knowledge and understanding of the world. They describe cooking at home and the sort of fillings they like on pizzas in considerable detail. They talk about, shopping trips, the needs of younger brothers and sisters, and give a simple explanation of some differences between present day aeroplanes and historical models of the past. They have a well-developed sense of time and order, and know that people start life as babies and grow old. They know different colours



and consider their use. Older children begin to develop good computer skills for their age and can use correctly the mouse, the space bar and the enter key. Teaching builds on the children's knowledge well so that most exceed the levels expected generally by the time they are five.

77. The children's physical control and mobility is good. By the time they are five, children can ride tricycles and use other wheeled apparatus, and have good regard for space and are agile. They are confident when they use the range of outdoor apparatus and their co-ordination is good. Many of the children throw and catch a ball, and throw a beanbag from one hand to another. They balance, jump and use space well. Their hand control is good, and they can lay the table, use scissors, pencils and crayons and other small objects effectively. Teachers extend the children's abilities by carefully planned activities and these improve children's confidence and skills.
78. The children's creative work is good. They sing a variety of nursery rhymes and songs tunefully, clearly and with confidence. They work well at their role-play and show imagination and flexibility in the way they adapt and extend the plot to involve or exclude others. They use collage and paint well and show an awareness of colour. Their descriptive skills are good, and by the time they are five, their creative development is above that expected levels for children of their age.
79. The children's behaviour is very good. They are confident, trusting and have good relationships with each other and with adults. They work and behave in an orderly way, and are eager to learn. They maintain their concentration for long periods of time without being prompted, and the good quality of teaching improves this existing tendency. They show initiative and ask questions.
80. The quality of teaching is good with some very good examples. Sessions are well planned and so that children have the opportunity to talk, make relationships, listen to each other and work in a relaxed way. At the same time, adults extend children's experience and understanding by asking questions, repeating what children have said and using every opportunity for developing thinking, planning and discussion skills without losing the direction of the lesson. Adults work well together and planning is consistent and thorough as the result of careful assessment and recording. This leads to suitable work being set for individual children, including those with special educational needs. Staff involve parents in their children's work effectively. They send reading work home and keep them well informed of their children's progress.

87.

## **ENGLISH, MATHEMATICS AND SCIENCE**

### **87. English**

81. By the end of Key Stage 1, pupils' attainment in reading and writing is above the national average and in speaking and listening most pupils reach a level above that expected. The results of the national test results for 1998 show that pupils' overall attainment at the end of Key Stage 1, was below the national average in reading, and broadly in line with the national average in writing. The proportion of pupils attaining Level 2 or above in reading and writing was above the national average but the proportion achieving the higher Level 3 was well below the national average in reading and below the national average in writing. Teachers' assessment results were similar to those of the national tests. In comparison with similar schools, pupils' attainment was well below average in reading and below average in writing. Taking the three years 1996 to 1998 together, figures show that pupils' performance in reading and writing was close to the national average. Standards have been broadly maintained in reading and have risen slightly in writing. An analysis of the results over the past three years indicates that girls performed better than boys in writing at Key Stage 1 and in English at the end of Key Stage 2. However, inspection evidence does not find any significant variation between the performance of boys and girls in the school. The results of the national tests for 1999 show an improvement in the proportion of pupils reaching the higher Level 3 in reading. National results are not yet available and so it is not possible to make comparisons with the national average. The variation in attainment between the results of 1998 and inspectors' judgements is because different cohorts of pupils are involved. It is also because the school has implemented the literacy strategy effectively and the quality of teaching has improved. Both these factors have impacted positively on pupils' attainment and progress. The small numbers of pupils who speak English as an additional language (EAL) make satisfactory progress.

82. By the end of Key Stage 2, pupils' attainment is above the national average. The results of the national tests in 1998 for pupils at the end of Key Stage 2 show that attainment overall was close to the national average but below average compared with results in similar schools. Attainment at the higher Level 5 was close to the national average. Taking the three years 1996 to 1998 together, pupils' performance overall was close to the national average. Standards declined from 1996 to 1997 but improved in 1998. Information provided by the school for 1999 indicates that there has been significant improvement in standards. The proportion of pupils attaining Level 4 or above and the higher Level 5 have improved, compared with the results of 1998. There is no significant variation in attainment by gender or ethnicity. The variation in attainment between the test results and inspectors judgements can be attributed to the same contributory factors as in Key Stage 1. In addition, the school has specifically targeted groups of pupils in order to increase their progress and level of attainment; for example, through the Challenger Club. This has helped to increase the pupils' level of attainment.
83. By the end of both key stages, standards in speaking and listening are above average. Most pupils listen attentively in a range of situations, in groups, in whole class discussions and in assemblies. They speak clearly and confidently in response to teachers' questions and talk freely about their experiences and interests when engaged in discussions or talking to the class. By the end of Key Stage 2, most pupils can express their views and opinions clearly and maturely. They are able to engage confidently in conversations with adults about their enjoyment of reading or their attitudes to aspects of school life. Most pupils are able to listen to adults and to one another with sustained concentration in a range of situations in the classroom and assembly hall. They ask and respond thoughtfully to questions reflecting an ability to listen carefully with attention to detail. A significant number of eleven year olds have an extensive vocabulary and employ the vocabulary and grammar of Standard English when they speak.
84. By the end of Key Stage 1, most pupils, including lower attaining pupils, display an enjoyment of books. Most are able to read aloud accurately with developing fluency and expression. Lower attaining pupils read accurately at their own levels. Most pupils demonstrate good comprehension skills. For example, they are able to retell stories referring to the characters and plot and make a simple prediction of how a story might end. Most pupils are developing good research skills. For instance, they use a 'contents' page. They know the alphabet and a significant number of pupils can use an index to locate information. By the end of Key Stage 2, the majority of pupils read fluently from a range of sources with expression both for enjoyment and information. They have a good knowledge of authors, express preferences and give reasons for their choices. They recognise different styles and genres in literature and know the difference between biography and autobiography. When discussing what they have read they are able to draw conclusions and refer to the text to explain what they mean. They successfully retrieve information for personal research using a variety of sources.
85. By the end of Key Stage 1, most pupils write independently using a legible and well formed, joined script. They use capital letters and full stops reasonably accurately. Most pupils use a range of vocabulary in their own writing. However, not enough use is made of simple dictionaries or wordbooks to improve spelling. When given the opportunity, higher attaining pupils develop their ideas in lively and thoughtful ways, often choosing words for effect. By the end of Key Stage 2, most pupils write effectively for a wide range of purposes including stories, letters, diaries, poems and to record information across a range of subjects. They learn to use vocabulary and grammar with understanding and for effect. Most pupils use punctuation accurately and their handwriting is joined, clear and fluent. However, spelling and presentation of work are often careless and untidy. Most pupils are capable of extending their ideas into a logical sequence and higher attaining pupils organise their writing purposefully into paragraphs.
86. Development of literacy in other areas of the curriculum is good. It particularly extends the use and understanding of technical language in subjects such as science, mathematics, design and technology and art. In geography and religious education pupils make use of literacy skills in writing factual reports about the topics they have studied or places they have visited. Literacy skills are developed particularly well in history, where pupils use research skills for retrieving factual information, write accounts of past events and enjoy historical literature in literacy hours. However, not enough

opportunities are provided for pupils to use information and communications technology to draft and present their writing in a variety of styles.

87. Progress is satisfactory in both key stages. Pupils with English as an additional language also make satisfactory progress over time. Good progress is made in some lessons where the teaching is good or better and where tasks are well matched to meet the needs of differing groups of pupils. Pupils gain confidence as speakers and listeners and express themselves more clearly as they move through the school. Most pupils make sound progress in reading. In Key Stage 1, the school's literacy strategy, emphasises the building up of words through blending sounds and supports writing as well as reading. Effective links with parents enhance the pupils' opportunities to practise their reading and spelling. In Key Stage 2, satisfactory progress is made in reading, and links with literature have a positive effect on pupils' writing. From studying authors pupils learn about different styles and techniques and begin to apply them effectively to their own writing. Progress in writing in both key stages is satisfactory overall. However, in some lessons, the rate of progress for some pupils is slower than it might be. This is because the work is not always provided at an appropriate level, particularly to challenge pupils capable of higher attainment.
88. In both key stages, pupils with special educational needs make satisfactory progress. However, in some cases the individual targets which are planned for them are too broad and activities are not always set at an appropriate level. Most pupils benefit from the additional support, which the school provides for them.
89. Pupils' attitudes to learning are good in both key stages. Most pupils listen attentively and are very well behaved. They are well motivated and concentrate very well, demonstrating an ability to work independently both as individuals and in various groupings whether reading, writing or speaking. Pupils, in both key stages, listen considerately to others. They are generally courteous and trustworthy and are respectful to the staff. Throughout the school pupils share books and resources sensibly, treating them with respect and care.
90. The quality of teaching in both key stages is satisfactory overall, and there are examples of good teaching in both key stages. All teachers have satisfactory subject knowledge and all have responded positively to the introduction of the Literacy Hour. Relationships with pupils are very good, which contributes to the positive atmosphere in the classrooms, and behaviour is generally managed well. Most teachers organise their lessons effectively and have a good balance between whole class, individual and group activities. They make good use of homework to reinforce learning and to encourage independent research. Time and resources are used satisfactorily. However, in less successful lessons, the pace of lessons is sometimes slow. There is not always enough variation in the way that lessons are introduced or within the tasks provided, to maintain the interest of all pupils and to challenge those pupils capable of higher attainment. Teachers keep records of pupils' progress in reading and spelling and are beginning to set termly targets for individual pupils. However, they do not always evaluate lessons or assess progress in a way which helps them to plan an individual's next steps of learning.
91. Sufficient time is allocated to English so that pupils are given a thorough grounding in literacy. Additional time is appropriately allocated for spelling, handwriting and extended writing to allow pupils to write at length. The school's literacy strategy is well planned and organised. An effective scheme of work has been produced and appropriate links are made with other subjects and topics.
92. There are sound procedures for assessing pupils' end of year attainment in reading and writing. A system of target setting for individual pupils, has recently been introduced but has not yet had time to take effect. However, this system is not supported by procedures for regular, on-going assessment and evaluation of pupils' learning and progress in lessons. Without a consistent and regular, whole school system for evaluating and recording information about pupils' attainment and progress it is difficult for teachers to set individual targets and to consistently plan work at appropriate levels.

93. Management and leadership of the subject are satisfactory. Teachers' plans are monitored and checked against the scheme of work. Monitoring of teaching and learning in literacy has begun and is beginning to impact positively upon the quality of teaching. The governor with a responsibility for literacy has undertaken training with teachers for the National Literacy Strategy and is kept abreast of developments. This increases the level of awareness and knowledge at management level. Resources for English are adequate overall, and are used well in the literacy hour. Good quality books are available in large format for text work as well as a range of fiction, non-fiction and poetry books. The recently refurbished library contains an adequate number of books. Since the last inspection, standards have improved. In addition, the quality of teaching and the rate of pupils' progress have improved in Key Stage 2.

100. **Mathematics**

94. The results of the national tests in 1998 show that by the end of Key Stage 1, the overall level of attainment was broadly in line with the national average. The proportion of pupils who attained Level 2 or above and the higher Level 3 was close to the national average. Teachers' assessments show broadly similar levels of attainment. Inspection evidence shows that by the end of Key Stage 1, pupils' attainment is above the national average. The variation in test results and inspectors' judgements is due to the different characteristics of the cohorts involved. The proportion of pupils in the present cohort who are of average and higher attainment is larger than in the previous cohort. This has a negative effect on the results of the previous year. Over the last three years girls have performed slightly better than boys, however, in 1998 there was no significant variation in attainment by gender. In comparison with similar schools, attainment was in line with the average. Over the last three years standards have improved. The proportion of pupils reaching the higher Level 3 rose significantly in 1999. It is not possible to compare the results of 1999 with the national average because comparative data is not available.

95. By the end of Key Stage 1, most pupils have a secure understanding of numbers up to hundreds, use their knowledge to correctly add and subtract numbers to 100 and count accurately in tens and hundreds to 1,000. Many pupils understand simple fractions and find a fraction of a given number; for example, one third of nine. Most pupils know their two and five times tables and some also know their three and four times table. Pupils understand that an angle is a unit of turn and higher attaining pupils recognise a right angle. Pupils are beginning to use and apply their knowledge and understanding of mathematics to solve problems; for example, how much change is needed when shopping. Higher attaining pupils explain the strategies they use to solve problems and increasingly use correct mathematical terminology.

96. The results of the national tests in 1998 show that, by the end of Key Stage 2, pupils' overall level of attainment was well above the national average. The proportion of pupils attaining Level 4 or above was above the national average and those reaching the higher Level 5, was well above the national average. Inspection evidence shows that by the end of Key Stage 2 pupils' attainment is above the national average. The variation in attainment between the results of the tests and inspectors' judgements is because the present cohort of pupils has a significant proportion of pupils who are on the special educational needs register and this depresses the overall level of attainment. In comparison with similar schools, attainment is well above average. Over the last three years, there has been an improvement in standards. Between 1996 and 1998, girls have performed slightly better than boys. However, in 1998 boys out performed girls.

97. By the end of Key Stage 2, pupils are secure in their understanding of place value to above tens of thousands and to three decimal places. Many successfully multiply and add fractions, and use mixed numbers confidently. Many average and higher attaining pupils correctly partition numbers and higher attaining pupils use simple formulae to find an unknown number. Pupils correctly construct two-dimensional shapes using instruments, for example, an isosceles triangle, and calculate the area of a shape using a formula. Most pupils confidently explain the strategies they use to solve a problem using correct mathematical vocabulary. Average and higher attaining pupils understand and calculate the mean, median, mode and average when handling data.

98. Pupils, including those with special educational needs and those with English as an additional language, make satisfactory progress in both key stages. Their rate of progress is generally uniform across the key stages. In Key Stage 2 there has been an improvement in the progress that higher attaining pupils make and pupils have a greater understanding of data handling than at the time of the last inspection.
99. Pupils build steadily on their prior levels of attainment. For example, pupils in Year 1 are beginning to understand place value to tens and units, and use symbols for addition and subtraction. By Year 2, they have a secure understanding of place value to hundreds. In Key Stage 2, pupils deepen their understanding of mathematics. In Year 4, pupils correctly use standard units of measurement in a variety of contexts; for example, when estimating distances and measuring waistcoats for class mates. By the time they are in Year 6, most correctly use negative numbers; for example, when measuring temperatures, and they find and justify probabilities.
100. Pupils have very good attitudes towards mathematics and behave very well. Most try hard in their work and are eager to join in the whole class session towards the end of lessons. Almost all sustain concentration and work carefully both independently and with others. Pupils are confident when explaining their work to others and take great care of equipment. Pupils' presentation of work sometimes lacks attention to detail.
101. The quality of teaching is satisfactory overall and there are a few examples of good teaching in both key stages. In three out of ten lessons teaching is good and it is never less than satisfactory. There is little variation between the key stages. Across the school, teachers have a secure subject knowledge which they use well; for example, by promoting subject specific language which helps pupils increase their own vocabulary. Teachers are familiar with the requirements of the National Curriculum and plan lessons well. They generally ensure that all pupils are provided with work which matches their needs. Teachers' planning for the assessment of pupils' attainment and progress is satisfactory and information gained is used effectively to support future learning. Where teaching is good, teachers use appropriate mathematical vocabulary to good effect, such that pupils naturally want to develop their own vocabulary, and use it correctly. In the best lessons teachers encourage pupils to explain their strategies when solving problems and ensure that lessons proceed at a brisk pace. This helps to motivate pupils and support their concentration. Teachers manage pupils' behaviour well, use time and resources efficiently, and have good relationships with pupils. Teachers' expectations of what pupils can do are satisfactory. Pupils recognise that their teachers want them to do well and invariably rise to the occasion, which has a beneficial affect upon their progress. Teachers generally liaise effectively with their colleagues and support staff so that pupils with special educational needs and those with English as an additional language are provided with appropriate support which helps their rate of progress. Marking is up-to-date, but seldom provides targets to help pupils to improve their own work.
102. The school is successfully using the Numeracy Strategy in order to improve standards. The requirements of the National Curriculum are met and the school is effective in promoting numeracy across the curriculum. For example, in science pupils record their data, in design and technology they estimate measurements, and in geography pupils read maps using grid references. The long-term planning provides a good basis for the curriculum. Medium-term plans help to ensure that the subject meets the statutory requirements, as well as building on pupils' skills, knowledge and understanding. The subject co-ordinator efficiently monitors curriculum coverage, but does not yet sufficiently monitor and evaluate the quality of learning. Procedures for assessment are satisfactory. Teachers record the information gained from assessments weekly, and use the information gained to support their planning for the following week. Half termly assessment information is recorded appropriately. The school has undertaken an analysis of the national test results which include an analysis by gender. Information gained is used well to identify aspects of the curriculum which need to be improved to help raise standards. Mathematics is planned to support the development of the pupils' literacy skills through the recording of information and particularly through the frequent discussions about the subject in lessons. Resources for mathematics are satisfactory, they are carefully stored and easily accessible to all. Since the last inspection the school has worked successfully to address the weaknesses identified at the last inspection. Pupils

progress has improved, teaching has improved, pupils' attitudes are positive and standards have improved.



109. **Science**

103. By the end of Key Stage 1 pupils' attainment is broadly in line with the national average. The results of teachers' assessments for seven year olds in 1998 show that pupils' attainment was broadly in line with the national average. The proportion of pupils reaching the higher Level 3 which was below the national average. In 1999, 85 per cent of pupils attained Level 2 and above, with 41 per cent reaching the higher level 3. There is no national data from which to make comparisons for 1999. However, the school's results show a significant improvement in the proportion of pupils reaching the higher level in 1999. The variation between the two cohorts is caused by the higher proportion of pupils with learning difficulties in 1998. They also reflect the improvements in teaching and the curriculum.
104. By the end of Key Stage 2, pupils' overall attainment is above the national average. The results of the national tests in 1998, for pupils at the end of key Stage 2, show that the proportion of pupils attaining Level 4 or above and the higher Level 5 was above the national average. In comparison with similar schools, pupils' attainment was also above average. The results of teachers' assessment show a similar picture. The results of 1999 indicate a slight increase in the proportion of pupils attaining Level 4 or above and a broadly similar proportion attaining the higher Level 5. It is not possible to make comparisons with national averages. The performance of boys between the years of 1996 and 1998 was slightly better than girls overall. However, no significant variation was seen during the inspection. Over the last three years standards have improved.
105. By the end of Key Stage 1, pupils begin to refine their ideas of things that are alive and those that have never been alive. They justify their ideas and consider them in the light of additional information from other pupils and questioning from teachers. They debate whether things are alive if they do not move, and if plants move as they get bigger. Most pupils understand how to make a bulb light up and higher attaining pupils correctly draw a circuit. Lower attaining pupils and those with learning difficulties extend their understanding through the practical activity, but find it more difficult to express themselves and reason verbally.
106. By the end of Key Stage 2, pupils understand that plants need suitable food and the correct amount of water, heat and light to grow. They understand the principles of photosynthesis and record their findings by designing a leaflet. Pupils understand that an insulating material can stop heat going through it, and correctly identify good insulators and provide sensible reasons for their decisions. The majority of pupils understand and explain that the reaction between vinegar and baking powder produces carbon dioxide, and that this is used in fizzy drinks. They use appropriate vocabulary such as 'observe', 'gas' and 'reaction' as they describe their experiments. Pupils develop their observational skills and scientific vocabulary well. They take part in debate, know the word 'hypothesis' and use it correctly. They make sensible predictions about the outcomes of experiments, and record them in different ways. They use their understanding of a fair test when setting up and carrying out their own experiments. Most pupils correctly describe the process of evaporation and how it happens in different settings.
107. Pupils make satisfactory progress in Key Stage 1 and good progress in Key Stage 2. Pupils with English as an additional language make similar progress as other pupils. In Key Stage 1, pupils develop their observational and experimental skills effectively. They learn to work well together and to express, justify and consider their ideas with others. They develop their knowledge of living processes, material and energies satisfactorily through experimenting, observing and testing. In Key Stage 2, pupils build on the sound knowledge they have acquired so that by Year 6, they can set up and carry out simple experiments with some independence and use their knowledge to predict the outcomes. They make rapid improvement in their ability to present their ideas using scientific language. Pupils with special educational needs make satisfactory progress towards achieving their targets.
108. Pupils' attitudes to science and their behaviour in lessons are good in both key stages. They are keen to learn and show pleasure in describing discoveries. They work well together. They listen to each other, share equipment and treat it with care. At times they are able to work independently and they

usually maintain their concentration well.

109. The quality of teaching is good overall and is never less than satisfactory. In the best lessons, teachers plan suitably graded work for all pupils and the lessons proceed at a brisk pace. This has a beneficial impact on the rate of pupils' progress. Where teaching is less effective, the pace of teaching is slower and the task is the same for pupils of all abilities; this means that higher attaining pupils may not be sufficiently challenged, or the lower attaining pupils may find the task too difficult. Teachers' marking is sometimes unclear; there are several errors in written work left uncorrected and this allows pupils to establish weak spelling patterns. Teachers' management of pupils' behaviour and the way that lessons are organised are effective. A common strength is the way that teachers make many good opportunities for pupils to record scientific information.
110. The school uses a scheme of work effectively to cover different elements of the subject and meets the requirements of the National Curriculum. However, there are no formal assessment procedures in place to measure pupils' progress except standard attainment tasks. Information gained from assessment is insufficiently used to support future planning. Teachers' planning is monitored effectively every half term by the deputy headteacher, and weekly planning by the head teacher. The subject co-ordinator has good subject knowledge, and monitors the subject through lesson planning, overseeing the use of resources and through discussions with teachers. However, there has been no opportunity to monitor the quality of teaching and learning in the classroom. Members of staff have received in-service training, and the subject co-ordinator has access to relevant courses locally which have had a positive impact on standards. Strategies to support literacy in the subject are good. Those for numeracy are satisfactory. Learning resources are good, and the school uses material and opportunities at its disposal effectively. The school has made good progress since the last inspection in raising pupils' attainment and improving their progress by improving quality of teaching and the curriculum. However, there is still a weakness in the procedure for the assessment of pupils' attainment and progress.

117.

## **OTHER SUBJECTS OR COURSES**

117.

### **Information and communications technology**

111. By the end of Key Stage 1, pupils' attainment is broadly in line with the level expected and they make satisfactory progress. By the end of Key Stage 2, however, the rate of pupils' progress is unsatisfactory and attainment is below the level expected. This is because, although the school has improved the curricular provision for the subject, the impact of developments has not yet led to improvements in pupils' attainment in all of the aspects of the subject. In addition, there is insufficient software to meet the needs of all of the pupils'
112. By the end of Key Stage 1, pupils successfully use the keyboard to draft simple stories, poems and sentences on to the word processor. They know that work can be presented in different fonts, follow simple instructions, using the mouse and cursor, and know how to delete and change print colour. Pupils use the computer effectively to support other subjects, such as art, literacy and numeracy. For example in Year 1, pupils use a design program to draw a cross-section of a piece of fruit, to add details and to print it out. Pupils successfully use control technology to control a programmable robot.
113. By the end of Key Stage 2, pupils access programs and files independently and know how to save and print their work. In presenting their work they can change font, size and the colour of the print. They can embolden, underline, italicise print and delete and insert new text. They know how to access a CD-ROM to retrieve information on a particular subject, such as the Romans, but rarely enter their own data into a database. Many know that information can be presented in different ways, such as a pie chart, line or block graph. Pupils satisfactorily use a computer to compose stories in English and to develop their understanding of punctuation. However, few pupils analyse or interpret information and check the plausibility of information held on a system. Higher attaining pupils are beginning to understand that the quality of information provided depends on the quality of the data entered onto a system. Most pupils are aware of the use of information and communications technology in every day

situations but few use simulations to explore patterns and relationships or to sense physical data, such as light. The school has recently developed access to the internet. Pupils in Year 6 are beginning to develop their skill in composing and sending e-mails.

114. In Key Stage 1, most pupils, including those with special educational needs make satisfactory progress. They learn to edit text and present text and data in different ways. Pupils develop satisfactorily their skill in the use of information technology as they move through the key stage. In Key Stage 2, however, progress is unsatisfactory overall. However, pupils with special educational needs often make satisfactory progress towards achieving their targets. Pupils successfully access information from a CD-ROM but do not know how to export a picture for their own writing. Pupils' progress is hindered by the inadequate level of software which restricts their access to computers and teachers' lack of confidence and understanding of the curriculum.
115. Pupils, including those with special educational needs and English as an additional language, are keen to learn, concentrate well on their tasks and behave well. They share information happily, explain what they are doing and usually wait and watch eagerly for their turn when working in pairs. They show increasing levels of independence and confidence, but respond quickly and positively to intervention by the teacher.
116. It was only possible to observe a small number of lessons during the inspection. In these the quality of teaching was satisfactory. However, in the lessons observed nearly all were with small groups of pupils and focused on word processing activities. Overall, the quality of teaching in Key Stage 1 is satisfactory but unsatisfactory in Key Stage 2, where pupils do not make sufficient progress. The strengths of teaching are that pupils are managed well and groups are organised effectively to undertake activities. Resources are used effectively and questions are used well to check on pupils' understanding. Planning for activities generally builds on pupils' prior levels of attainment in Key Stage 1, but not in Key Stage 2. The weakness of teaching is that while teachers' subject knowledge is secure enough to allow them to teach effectively the aspects of the subject in Key Stage 1, this is not the case in Key Stage 2. Although teachers often have sufficient confidence of programs to explain activities, they lack confidence and expertise in teaching all aspects of the programmes of study. This limits pupils' progress over time.
117. A comprehensive scheme of work has recently been introduced and is providing staff with clearer guidance on the development of skills, and helps to ensure that statutory requirements are met. This plan is at an early stage of implementation, but is already having a positive impact on pupils' learning. However, the breadth and balance of the curriculum is not yet satisfactory as there is a heavy emphasis on communicating information and handling data, and little on control technology and modelling through use of simulations. Assessment procedures are unsatisfactory overall. Limited assessment is carried out by a few teachers but it is not consistent in all year groups. Good use is being made of information and communications technology to enhance and support the strategy for literacy. Pupils draft poems using word processing packages and use mouse control to edit text. In Key Stage 2, they write stories, poems and articles using the word processing package.
118. Learning resources are satisfactory overall. There are sufficient computers for one per class, and the capacity of machines is adequate to meet the full learning needs of the pupils. The school is moving towards using software which develops pupils' capability in all aspects of the programmes of study. However, there are insufficient resources for modelling, and information and communications technology resources to support curriculum development in subjects are also inadequate in a number of curriculum areas, notably history, geography, music, religious education, design and technology, special educational needs and early years.
119. Since the last inspection the school has worked successfully to improve the capacity and number of computers. However, it has not increased sufficiently the quality of teaching in each of the aspects of the subject. Planning for the curriculum has improved but there has been insufficient time for these developments to impact positively on the standards attained by pupils in Key Stage 2.

## Religious education

120. By the end of both key stages, attainment in religious education is in line with locally agreed expectations. As they move through the school, all pupils including those with special educational needs and those with English as an additional language, make satisfactory progress. Pupils gain appropriate knowledge, mainly of Christianity but also of other major religions including Sikhism, Islam, Judaism and Hinduism.
121. Pupils, including those with special educational needs, make satisfactory progress in Key Stage 1. By the end of Key Stage 1, pupils have a sound knowledge of the birth of Jesus and stories from the Bible and other religions. They have a growing understanding of the social and moral values of community, for example, the importance of keeping rules. They know about special people and places of worship. They visit St Mary's Church and describe places of worship, such as a church, gurdwara or mosque as places where, "people go to praise God". They know about special times and celebrations such as Harvest, Diwali, Advent, Christmas, Hanukkah and Easter.
122. In Key Stage 2 pupils make satisfactory progress. Pupils increase their knowledge of Christianity, particularly of Jesus's life and teachings. They increase their understanding of holy books and writings including the Bible, the Qu'ran, the Guru Granth Sahib and the Torah. They widen their understanding of the symbolism used in religion, such as light and darkness. By the end of Key Stage 2, pupils are able to compare some of the beliefs and traditions of Christianity with those of other religions and have some understanding of religious commitment and mission.
123. In both key stages, pupils enjoy the subject. They listen to stories and watch video recordings attentively. They discuss ideas and experiences sensibly. Pupils respond thoughtfully to questions, showing respect for other's views and beliefs. They behave well in lessons and are able to sustain concentration during written tasks. Some pupils experience wonder and amazement at what they see and hear.
124. Teaching is satisfactory overall with some good features. Most lessons are planned satisfactorily with an appropriate balance of whole class, group or individual work. Generally teachers have satisfactory subject knowledge but in a small number of instances information given is inaccurate. Most teachers use challenging questions to test pupils' understanding. Teachers encourage pupils to reflect and respond to human experience, beliefs and values. The best features of lessons are when teachers take pupils' learning forward at a brisk pace, give clear and accurate explanations and provide opportunities for pupils to experience amazement and wonder. Teaching in religious education makes a significant contribution to the school's provision for pupils' spiritual, moral, social and cultural development.
125. Curriculum planning for religious education is good. There is a useful policy, a long-term plan and a good scheme of work based on the locally Agreed Syllabus. However, apart from an end of year judgement in each pupil's report, there are currently no procedures for assessing pupils' attainment and progress. Teachers' planning is monitored effectively but the co-ordinator has not yet had the opportunity to monitor standards or the quality of teaching and learning in the classroom.
126. Resources, including boxes of artefacts and photo-packs for the major faiths included in the school's curriculum, are good. The curriculum is satisfactorily enhanced by the use of visits to places of worship. Since the last inspection the school has maintained standards and improved the quality and quantity of learning resources.
- 133.

## Art

127. The school has maintained the satisfactory standards in art identified in the last inspection. During the inspection it was only possible to observe lessons in Key Stage 1. However, from observations made, scrutiny of pupils' work, planning and discussion with staff and pupils, it is clear that pupils make good progress in both key stages and many exceed the level expected by the age of seven and eleven. In Year 1, pupils begin to develop their observational skills, and consider with careful regard for detail, how they represent what they see. For example, they consider the colours of cut fruit, and the differences between the peels and the seeds. They choose suitable paper and paint to represent different shading and texture. In Year 2, pupils continue to develop their appreciation of colour. They mix colour to get different effects through the spectrum by using a variety of media, such as paint, acetate and pastels. Many deepen their understanding of light and shade; for example, they begin to shade from dark to light. They discover that mixing blue and yellow makes green, and that shades of one colour begin to merge into another. Some higher attaining pupils begin to observe perspective. In Key Stage 2, pupils use a variety of media sensitively. They continue to make good progress in their drawings of plants. Pencil drawing is good, in both design, art and throughout work in other subjects. They use their sketch books effectively; for example when looking at a picture by Pissarro of 'The Red Roofs'. Pupils plan carefully how they will design their own version using the Master's model. They use collage skilfully using a wide range of textiles with an increasing attention to the use of colour and texture to produce a desired effect. They produce pictures in the style of Matisse, computer-generated pictures and three-dimensional work of increasing complexity.
128. Pupils work hard in art, behave very well and show interest in their work. Their concentration is good, and they listen very carefully to their teachers. They show delight when discovering colours and their combinations, and are very interested when they discover the effects of perspective and look at the work of great artists.
129. In Key Stage 1, teaching is good. It is not possible to make a judgement about teaching in Key Stage 2, because no lessons were seen. Teachers prepare very carefully and plan well. The pace of teaching is satisfactory, and the subject is taught in a clear and orderly way so that the pupils can understand and draw their own conclusions from their discoveries. Teachers display pupils work effectively around the school, and this improves pupils' experience and gives them inspiration. Resources are selected and used effectively. Teachers have good relationships with pupils, manage behaviour well and organise their lessons effectively.
130. The art co-ordinator has written a good scheme of work and this helps to guide teachers to meet the requirements of the National Curriculum. However, there are unsatisfactory assessment procedures for ensuring that activities build on pupils' skills, knowledge and understanding. The good quality of the scheme of work helps to ensure a balanced coverage of the different elements of the curriculum and the headteacher and deputy headteacher check weekly and half-term planning respectively. However, so far the co-ordinator has not been able to monitor outcomes of planning and the quality of teaching, to support requests for new resources or in-service training for staff in a way that would inform the school development plan. The co-ordinator receives suitable in-service training to support good leadership of the subject.
- 137.

## Design and technology

131. Since the last inspection, the quality of the curriculum and the teaching of the subject have improved. Few lessons were seen in key Stage 1, but from observations made, from a scrutiny of pupils' work and discussions with staff and pupils, it is clear that pupils, including those with special educational needs and those with English as an additional language, make satisfactory progress.
132. In Key Stage 1, pupils develop their skill in designing; for example, they draw cars suitable for their owners and explain why they would choose particular styles and materials. They increase their knowledge of textures and the features of some materials. They develop clear ideas of why they make

their choices of materials, and begin to appraise their work. Higher attaining pupils say how they could improve and develop their drawings.

133. In Key Stage 2, pupils improve their understanding of properties; for example, in Year 3, pupils consider the textures and shape of different kinds of bread and how the kind of sandwich filling might be influenced by the bread's texture and shape. Older pupils build on their skills of joining material, learnt in Key Stage 1, by joining fabrics using loops and buttons and by sticking and sewing. As they move through the key stage, pupils reflect on earlier work and use this knowledge to help them design cars. They make toys with moving parts, using cogwheels, lollipop sticks and split pins. These are carefully presented and finished well. Pupils speak confidently about their work, using subject specific language correctly. They make spoken and written evaluation of their work, and give reasons for the changes they would make.
134. Pupils' attitude to the subject is good and they behave well. They work with speed and enthusiasm, and communicate well with each other. Their ability to concentrate is variable, but discussion with pupils indicates great pride in their work. They show confidence in contributing their own ideas, and trust their teachers to listen to them carefully and treat their ideas with respect.
135. Insufficient lessons were seen in Key Stage 1 to make a judgement about the quality of teaching. In Key Stage 2, lessons were at least satisfactory and occasionally good. In the best lessons, teachers begin their lesson with a review of earlier work and this helps pupils to consolidate and build on previous knowledge and understanding. Teachers give clear and precise instructions and often challenge pupils' thinking with skillful use of questions. Time and resources are used effectively and lessons proceed at a good pace. However, opportunities for pupils to use information and communications technology, particularly for drawing and designing are underdeveloped in both key stages.
136. A scheme of work has recently been introduced and helps to ensure that the requirements of the National Curriculum are met. However, there are no arrangements for the assessment of pupils' progress apart from teachers' observations. The subject planning is monitored effectively by the headteacher. However, so far there has been no monitoring and evaluation of the quality of teaching and learning in order to raise standards. Learning resources are inadequate and inaccessible, and there is a lack of information and communications technology software to help pupils to make designs. The staff has had good in-service training since the previous inspection, and the subject co-ordinator attends useful local meetings. The school uses the abilities of its staff and the resources at its disposal well. Design and technology supports pupils' literacy effectively; for example, pupils develop the literacy through setting out their design plans which are carefully labelled. Since the last inspection standards have improved, particularly in Key Stage 2. However, procedures for assessment have still to be developed.
- 143.
143. **Geography**
137. During the inspection, it was possible to observe only two lessons. These were in Key Stage 2. From discussions with pupils and teachers, and scrutiny of both teachers' planning and pupils' work, it is clear that pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress.
138. By the end of Key Stage 1, most pupils develop appropriate geographical skills and show an understanding of plans and maps. Pupils correctly name and locate the four countries of the United Kingdom and identify the major rivers, such as the Thames. Most pupils increase their understanding of geographical features of the local area and draw simple plans of the park and the route taken on a walk with a local historian. They begin to contrast their own area of Harmondsworth with the neighbouring locality of Uxbridge. By the end of Key Stage 2, pupils widen and deepen their knowledge and understanding of places. They develop the skills of map reading and interpreting geographical statistics. Through the study of differing localities such as Godstone in Surrey, Kenya, St Lucia and the countries of the European Union, they compare physical features, climate, population and types of life-styles. Pupils draw and interpret maps and understand co-ordinates and grid references. They correctly use the geographical vocabulary associated with physical features such as rivers, deserts, and coastal features.



139. Pupils' attitudes are good. They show interest in the subject and are keen to answer questions and to share their knowledge and ideas.
140. Insufficient lessons were seen to make a reliable judgement about the quality of teaching in geography. It is clear, however, from the school's documentation and teachers' planning, that the key skills and elements of the national curriculum are taught.
141. The geography curriculum is good. There is a helpful policy and a useful scheme of work, some elements of which have recently been revised. These provide an effective basis for teachers to plan within their year groups in order that pupils satisfactorily develop their knowledge, skills and understanding. Teachers' planning is monitored effectively but the recently appointed co-ordinator has not yet had opportunity to monitor the quality of teaching and learning in the classroom. Teachers record pupils' progress annually through the end of year report but apart from this there is no procedure for assessing pupils' progress. Resources are good and include a selection of good quality maps, atlases and photographs of differing locations. Since the last inspection standards have been maintained and a useful scheme of work has been completed.
148. **History**
- 148.
142. Pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress in both key stages and attain the level expected by the age of seven and eleven. By the end of Key Stage 1, pupils correctly sequence everyday events and distinguish between old and new toys. They understand the concepts of now and then and successfully compare life today with that of 50 and 100 years ago. They increase their knowledge of famous people such as Florence Nightingale, and correctly place them in the Victorian period. They use a variety of sources of information, such as photographs and places of historical interest; for example, when visiting the nearby tithe barn. They show a developing understanding of life in Harmondsworth in the past and widen their understanding of differences in aspects of life between the two periods in time.
143. By the end of Key Stage 2, most have developed a satisfactory understanding of chronology. They understand what BC and AD mean, and can correctly locate the Egyptian, Tudor and Victorian periods in time. They develop a good knowledge and understanding of the periods they have studied, for example, Ancient Egypt and the Victorian period. They develop a growing ability to explain both the cause and consequence of historical events and know, for example, that the 'Blitz' in the second world war was a time of great hardship for children of their age. They understand that some sources of evidence about the past are more reliable than others; for example, many recognise the importance of first hand accounts when studying the Evacuees. Higher attaining pupils develop a good factual knowledge which enables them to make specific comparisons between aspects of life in past societies with the modern day.
144. Pupils' attitudes towards the subject are good. They are well behaved and are confident in talking about their work. They concentrate well and show good levels of responsibility when using information books to research fact and fiction. They collaborate well with others when working in groups and they handle artefacts with great care.
145. The quality of teaching is satisfactory. Teachers plan activities effectively to meet the learning objectives and ensure that they are carefully linked with the programme of study for the National Curriculum. They provide appropriately challenging activities for most pupils, have a secure knowledge of the subject which they use effectively to extend pupils' learning; for example, by drawing on their own experiences. Teachers often use question and answer sessions effectively to develop pupils' knowledge and ideas about the past and to consolidate learning. They manage pupils well, use appropriate methods and organisation in lessons and use resources efficiently.

146. There is a useful policy and scheme of work which outlines coverage of the programmes of study and provides a good basis for skill development throughout the school. Teachers use the medium-term plans effectively when planning their lessons which helps to ensure that skills are developed sequentially. Good use is made of the strategy for literacy to support the development of history. For example, pupils complete extended writing on aspects of life in Ancient Egypt. Numeracy is effectively supported through the subject; for example, pupils apply numeracy skills when sequencing activities and developing time lines. Limited use is made of information and communications technology to support pupils' learning and there is a limited range of software. The school is successfully developing its use of the internet as a source of information from which pupils can download information when carrying out research. However, this resource is very new and has not yet had a positive impact on pupils' progress.
147. The subject co-ordinator monitors curriculum planning effectively, but has not yet directly monitored the quality of teaching and learning in the classroom. Teachers record pupils' progress annually through the end of year report. However, little use is made of assessment information to inform planning for future learning. Learning resources are adequate and have improved since the last inspection. Good use is made of visits out of school to enhance pupils' historical understanding. The school has made satisfactory progress in developing the history curriculum since the last inspection and has improved pupils' rate of progress, particularly in Key Stage 2.
- 154.
154. **Music**
148. Pupils make satisfactory progress in both key stages and pupils attain the levels expected by the ages of seven and eleven. In Key Stage 1, pupils extend their repertoire of songs. They sing in tune and with clear words. Younger pupils develop their sense of time by clapping to the beat of the music and using tuned and other percussion instruments. Pupils in Year 2 correctly identify ascending and descending pitch, and begin to recognise the sound of different groups of instruments, such as brass, strings, and individual instruments, for example, the guitar and the organ. They know that composers write music, and can name some. In Key Stage 2, pupils begin to sing in turns and learn new songs. They are at the early stages of recognising, composing and playing an ostinato. They develop their skill of conducting a group of instrumental players, who learn to stop and start in time. They listen with increasing discrimination, with sensitivity to the use of the minor key, and the suggestion of the words. Older pupils identify more complex beats in a wide range of music; for example, in chamber music by Ravel and Schubert. They recognise a wide range of styles and improve their knowledge of different groups of instruments; for example some can tell the difference between a military and a swing band, and recognise an orchestra by its inclusion of strings. They express feelings and moods evoked by different kinds of music and continue to extend their skills of composition and singing in parts.
149. Pupils' attitudes to music are good. They listen carefully and concentrate well, although they become excited when they hear popular music that they recognise as signature tunes on television. Their behaviour is good. Sometimes they lack confidence when starting to experiment with sounds or when singing a new song, but improve as the lesson goes on and see the progress they make. They are keen to answer questions and to perform to other groups.
150. The quality of teaching is satisfactory. Lessons follow a commercial scheme, and teachers use this effectively to plan lessons and identify the resources they need. The scheme helps to ensure a steady pace of teaching, but occasionally the work is not challenging enough for pupils. This is because teachers provide insufficient information and direction. When this happens the pace of teaching slows down and the rate of progress declines. Teachers' use questioning effectively to extend pupils' thinking and knowledge, and to evaluate pupils' performance.

151. There is a clear and useful policy, and a commercial scheme of work. This provides a useful framework for delivering the requirements of the National Curriculum. The subject supports pupils' literacy and numeracy effectively. There are, however, limited procedures for assessing pupils' progress apart from teachers' observations. Pupils are given the opportunities to build on their musical activities both in and outside school, by taking part in concerts, assemblies, an annual performance involving the whole school, and the opportunity to learn trumpet and violin from visiting music teachers. Resources, although improved since the previous inspection, are unsatisfactory because there is limited information and communications technology software for pupils to use in their compositions. In addition, there are insufficient tape recorders for pupils to record and then appraise their compositions and performances. The school makes good use of existing resources and of local visits and visitors. Since the last inspection standards have slightly improved, as have learning resources. However, resources for information and communications technology to support the subject are unsatisfactory.

158.

### **Physical education**

158.

152. By the end of both key stages most pupils, including those with special educational needs, make satisfactory progress and many attain a level above that expected for their age. Across the school, pupils plan and carry out activities safely. By the end of Key Stage 1, pupils show good levels of control when developing a sequence of moves in dance; for example, when responding to music and developing movements which depict the mood. They successfully develop their skill in showing light, gentle movements and contrast these well through strong movements; for example, when responding to 'The Teddy Bears' Picnic'. Most pupils are effectively developing their use of low, medium and high movements.

153. In Key Stage 2, pupils practise and improve their performance, skills and understanding in games so that they can play recognised competitive games, such as net-ball. They make judgements about their own and others' performance, use this information well to improve their level of attainment, and work safely alone, in small groups and as members of a team. Pupils develop techniques associated with recognised games; for instance, they successfully improve a bounce pass in net-ball, and are aware of space and the need to move into spaces when playing competitive team games. In gymnastics, pupils improve their skills as they move through the school, so that by the time they reach Year 6, they move in a variety of imaginative ways and carry out forward rolls, headstands and cartwheels with a good technique. By the end of Key Stage 2 in swimming, most pupils make satisfactory progress. They develop a competent stroke, are confident in the water and exceed the expectations of the National Curriculum.

154. The pupils' attitudes to physical education are good across the school. They behave very well and listen attentively to their teacher. They respond quickly to instructions and enjoy their work. They wear appropriate clothing, are mindful of health and safety issues and take great care of equipment.

155. The quality of teaching is never less than satisfactory and there are examples of good and very good teaching. Teachers generally have a satisfactory understanding of the National Curriculum requirements and several have a good knowledge of the subject. They plan their lessons well and most lessons begin with an appropriate warm up activity. Teachers manage pupils' behaviour well and generally have high expectations of what the pupils can do. Teachers explain what is expected clearly and often stop a lesson to emphasise a particular point or technique. In the best lessons, teachers encourage pupils to assess their own performance and to build upon their level of skill. Very good teaching is characterised by teachers who have a specialist knowledge of the subject, who organise the class so as to promote good progress and high levels of motivation amongst the pupils.

156. There is a clear long-term plan for the subject which ensures that there is an appropriate balance across the aspects. Procedures for monitoring pupils' progress are effective, but the recording of their progress is a weakness. In spite of this, planning to meet the pupils' needs, including those with special educational needs is effective. The subject co-ordinator effectively monitors the curriculum from the teachers' planning. The school provides a good range of extra curricular sporting activities which enrich the curriculum. These include football, net-ball and athletics. These are led by several members of staff, although others help when necessary. Pupils benefit from taking part in local inter-school matches such as football, net-ball and athletics. Learning resources are adequate, carefully stored and accessible to all. The school has good accommodation and uses it well.
157. Since the last inspection, the school has successfully maintained standards and improved the curriculum by improving the useful policy and scheme of work.

164. **PART C: INSPECTION DATA**

164. **SUMMARY OF INSPECTION EVIDENCE**

1. The inspection was carried out by a team of four inspectors, including a lay inspector, who spent a total of 14 inspection days in school. A total of 53.2 hours was spent observing lessons, talking with pupils and scrutinising their past and present work.
2. A range of evidence was considered by the inspection team. It included:
  - \* the observation of 81 lessons or parts of lessons;
  - \* the observation of acts of worship;
  - \* listening to 27 pupils read from their reading books or own work;
  - \* the scrutiny of pupils' previous and current work;
  - \* discussions with pupils, staff and governors;
  - \* scrutiny of teachers' plans and policy documents;
  - \* checking the attendance registers, records of pupils' progress and reports for parents;
  - \* examination of the budget, other financial data and the minutes of the governing body's meetings;
  - \* the views expressed by 20 parents who attended the meeting for parents;
  - \* an analysis of parents' responses on the 22 returned questionnaires.

166. **DATA AND INDICATORS**

166. **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	166	1	37	14
Nursery Unit/School	20	1	2	0

166.

**Teachers and classes**

166. **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	8.6
Number of pupils per qualified teacher:	18

166. **Education support staff (YR – Y6)**

Total number of education support staff:	7
Total aggregate hours worked each week:	107

166. **Qualified teachers (Nursery school, classes or unit)**

Total number of qualified teachers (full-time equivalent):	1
Number of pupils per qualified teacher:	20

166. **Education support staff (Nursery school, classes or unit)**

Total number of education support staff:	4
Total aggregate hours worked each week:	41
Average class size:	28

166. **Financial data**

<b>Financial year:</b>	1998/99
	£
Total Income	410,483
Total Expenditure	400,878
Expenditure per pupil	1822
Balance brought forward from previous year	-2621
Balance carried forward to next year	6983

166. **PARENTAL SURVEY**

Number of questionnaires sent out: 143  
 Number of questionnaires returned: 22

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	36	64	0	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	55	36	5	0	5
The school handles complaints from parents well	25	50	25	0	0
The school gives me a clear understanding of what is taught	29	57	14	0	0
The school keeps me well informed about my child(ren)'s progress	29	57	10	5	0
The school enables my child(ren) to achieve a good standard of work	24	67	5	5	0
The school encourages children to get involved in more than just their daily lessons	33	52	14	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	10	62	19	10	0
The school's values and attitudes have a positive effect on my child(ren)	41	55	5	0	0
The school achieves high standards of good behaviour	27	59	0	14	0
My child(ren) like(s) school	59	41	0	0	0

166.