

INSPECTION REPORT

THE WILLOWS SCHOOL

Hayes, Middlesex

LEA area: Hillingdon

Unique reference number: 102460

Headteacher: Mrs F King

Reporting inspector: Mr Roger Baker
19946

Dates of inspection: 28th - 30th January 2002

Inspection number: 191792

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Emotional and behavioural difficulties
School category:	Special
Age range of pupils:	5 - 11
Gender of pupils:	Mixed
School address:	Stipularis Drive Hayes Middlesex
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Ken Guy
Date of previous inspection:	20 th – 23 rd January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
19946	Mr Roger Baker	Registered inspector	Information and communication technology Music Religious education	What sort of school is it? The school's results and pupils' achievements How well is the school led and managed? What should the school do to improve?
9079	Mrs Ann Moss	Lay inspector		How well does the school work in partnership with parents?
12112	Ms Gill Carter	Team inspector	English Geography History English as additional language Equal opportunities	How well are pupils taught?
13623	Mr James Waddington	Team inspector	Art Mathematics Physical education Special educational needs	Pupils' attitudes, values and personal development
15119	Mr Selby Thomas	Team inspector	Design and technology Science Personal, social and health education	How good are the curricular and other opportunities offered to pupils or students? How well does the school care for its pupils or students?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The Willows is a school for pupils aged 5 to 11 with emotional and behavioural difficulties serving the London Borough of Hillingdon and situated in the south-west of the borough. Currently there are 26 pupils on roll, of which 24 are boys and 2 are girls, all of whom are in Key Stages 1 and 2. Most pupils come from mainly white working class backgrounds. Nearly half of the pupils are entitled to free school meals. One pupil has English as an additional language. The majority of pupils come to the school with statements of special educational needs. None are disapplied from the provisions of the National Curriculum. All pupils have severe emotional and behavioural difficulties together with a range of learning difficulties. These increasingly include attention deficit, hyperactive disorder (ADHD), moderate and specific learning difficulties, speech and language difficulties and pupils within the autistic spectrum. Many pupils come to the school having experienced a range of other specialist provision and often join the school during the school year. Attainment on entry is well below national averages. The school has failed to appoint one member of staff and currently the deputy head teacher teaches full-time. The school houses a pre-school nurture group but this was not inspected.

HOW GOOD THE SCHOOL IS

This is a good school with excellent and very good features. The excellent provision for spiritual and moral development makes a significant contribution to pupils' progress. The very good leadership by the senior staff and the very good procedures for ensuring pupils' welfare enable teachers to fulfil their roles well. This is an effective school where pupils achieve well because of good teaching and very good support from teaching assistants. The quality of education is good and it is a lively, friendly school where pupils enjoy learning and work hard. In spite of a significant proportion who have extreme problems with behaviour, relationships are very good and nearly all pupils behave well for a significant period during each day. The school has made significant improvements since the previous inspection. It provides good value for money.

What the school does well

- The pupils' achievement is good and pupils make good progress in the core subjects.
- Teaching is good overall and teachers address the individual needs of all pupils through the good implementation of IEPs.
- The systems for the management of behaviour are very good and have a positive effect on pupils' attitudes to learning.
- The very effective leadership of the headteacher, with the support of staff and governors, has created a successful team that has a significant impact on school improvement and provides a good education for all its pupils.
- The school cares for its pupils very well, the ethos is strong and positive.
- Relationships are very good, pupils' contributions are valued and, with praise and encouragement and support, they work hard and behave well.
- The school's partnership with its parents is very good.

What could be improved

- The provision of more opportunities for the development of writing skills, including writing for a range of different purposes, in all areas of the curriculum.
- The school has too few teaching staff and this has an impact on the workloads of teachers and on its capacity to improve further.

The areas for improvement will form the basis of the action plan prepared by the appropriate authority.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1997. The school has made very good improvement since the last inspection not only on the key issues listed in the last report but over a whole range of school activities. The quality of teaching has improved and is now good overall. Attendance has improved and exclusions have reduced. Despite the trend for pupils to come into the school with a greater range of learning difficulties, pupils' achievements have been maintained, as has the behaviour of pupils. Curriculum planning and organisation has improved and all subjects now have clear schemes of work and are well monitored. Assessment in the core subjects is now very good as are the procedures to monitor behaviour. The provision for spiritual and moral development is now excellent and the procedures for child protection have improved. The school's self evaluation, performance management and school improvement planning are now very good. A new career structure has been successfully introduced for teaching assistants.

STANDARDS

The table summarises inspectors' judgements about how well pupils achieve in relation to their individual targets.

Progress in:	by Year 6	Key	
speaking and listening	B	very good	A
Reading	B	good	B
Writing	C	satisfactory	C
Mathematics	B	unsatisfactory	D
personal, social and health education	A	poor	E
other personal targets set at annual reviews or in IEPs*	B		

** IEPs are individual education plans for pupils with special educational needs.*

Pupils' attainments on entry to school are well below national averages and a number of pupils come into the school during Years 3 to 6, having been either out of school for some time or been taught in a variety of other provisions. The attainment on entry of these pupils is varied but, in some years, a small proportion of these have average or above abilities and attainments which are below national averages. Pupils' standards improve during their stay at the school and they make good progress.

Pupils' standards in English are below national averages by the end of Year 6. Pupils make particularly pleasing progress in speaking and listening skills and also make good progress in reading but few become independent readers by the end of Year 6. Almost all have attainments in writing which are well below national averages and their progress is slower in this respect. However, taking into account the complex learning difficulties of the pupils, most make good progress in respect of the targets set for writing in their individual educational plans (IEPs). The school's targets for reading were not achieved in 2001 and a new, more realistic target has now been set.

In mathematics, attainment on entry in Years 1 and 2 is well below the national average and by the end of Year 6 it is below national averages. Therefore pupils make good progress. The school target for pupils' achievements in mathematics was met in part. Almost all pupils' attainment in science is lower than national averages but many pupils' knowledge, skills and understanding is at, or close to, national expectations in some aspects. Pupils' knowledge in scientific enquiry is enhanced by teachers' constant questioning about the conditions required for a 'fair' test. Overall, pupils make good progress in science.

In information and communication technology (ICT), the majority of pupils make good progress as the result of good teaching and a focus on the development of skills. Standards in art and design match national expectations and pupils are achieving very well. Achievements in design and technology reflect good progress and some of the work produced is very good. In history, pupils enjoy the subject throughout the school and make good progress. All pupils make good progress in music and are successfully taught songs which they sing with great enthusiasm. All pupils make progress in dance, in swimming and in learning to play together as a team. In religious education, all pupils make good progress and achieve well, when taking into consideration their learning difficulties. Pupils' emotional needs are well supported through the very good personal, social and health education lessons.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good: pupils have positive attitudes to their work and when engaged, they concentrate and co-operate well.
Behaviour, in and out of classrooms	Very good: the clear structures and high expectations ensure that behaviour is generally very good. Procedures to manage poor behaviours are very well developed and appropriately implemented.
Personal development and relationships	Good: staff know pupils well and provide good role models. Relationships are generally very good.
Attendance	Very good: attendance levels are well above those in similar schools.

The school is a happy place and all staff provide a secure, safe and structured environment in which pupils can learn to develop control of their behaviour and their emotions. As a result, pupils' attitudes, values and behaviour develop positively and pupils' learning and achievements improve. In turn, pupils experience success and develop a positive image of themselves as persons.

TEACHING AND LEARNING

Teaching of pupils:	Years 1 – 6
Quality of teaching	Good

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

The quality of teaching has improved since the last inspection and no examples of unsatisfactory teaching were seen. Teaching is good or better in three-quarters of all lessons and, of these, over a quarter are very good or excellent. The proportion of very good teaching was particularly high in Key Stage 1.

The teaching of basic skills is good. Planning is effective in all the lessons seen. In English and mathematics, a very positive feature is the way that teachers work within the framework of the national strategies whilst, at the same time, ensuring that the targets set in pupils' IEPs are also covered. Teachers set clear objectives for lessons in most subjects, share these regularly with pupils and consolidate them at the end of sessions in purposeful plenary sessions.

In all lessons, pupils are adequately challenged, especially given the nature of their emotional and behavioural difficulties. They respond well to such challenge and they succeed in doing this because the teacher has high expectations, extends understanding by skilful questioning and manages the group well.

Teachers use a variety of methods, including whole class, group and individual approaches, all of which

promote the pupils' learning well. Their work is enhanced by the support of the teaching assistants who are skilled, highly trained and contribute very well in all lessons. They help manage troubled behaviour, keep pupils on task and do intensive work with groups and individuals. The team-work of teachers and teaching assistants is particularly impressive. Overall the school's policy on homework is sound.

The refined and detailed system of assessment is very good and very well used by all teachers. It makes a considerable contribution to pupils' knowledge of their achievements and helps pupils to move forward in their learning. Individual and group targets are shared on a daily and weekly basis with pupils, so that expectations are clear, both in behaviour and academic standards.

Regular monitoring and evaluation have successfully raised standards in teaching since the last inspection and good support is provided for teachers and teaching assistants who join the staff so that the good teaching in the school is effectively maintained.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good: Curriculum provision is enhanced by many extra features which assist in successfully meeting the pupils' significant needs. The curriculum meets all statutory requirements.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good: There is very good provision for pupils' social and cultural development and excellent provision for spiritual and moral development.
How well the school cares for its pupils	Very good: The school makes very good provision for ensuring the health, safety, care and protection of its pupils. The procedures for accessing academic and personal performance are also very good.

The school has very good links with parents and most are very supportive. The information that the school provides about pupils' progress, including annual reports, is very good. A good range of learning opportunities outside the classroom, including clubs, visits and visitors, enhances the curriculum. The school cares for its pupils effectively and knows them well. The behaviour management strategies, the support and guidance pupils receive when in distress, together with a strong ethos in the school which values and provides time for pupils to reflect on their behaviour makes the provision for spiritual and moral development excellent. The school is inclusive and all pupils have equality of opportunities. The school makes good arrangements for the two girls in the school by placing them in the same class and provides opportunities for pupils to return to mainstream schools whenever possible.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good: the leadership and management contribute significantly to improved teaching, behaviour management and the good achievement of all pupils.
How well the appropriate authority fulfils its responsibilities	Very good: governors are very supportive and know the school's strengths and weaknesses and what has to be done to improve further. However they have failed to replace a member of staff.
The school's evaluation of its performance	Very good: extensive analysis of results and evaluation of teaching and learning enables the school set targets to help pupils and teachers improve.
The strategic use of resources	Very good: the budget is used efficiently to raise achievement and enhance the pupils' learning. Financial control is good and the budget is well managed.

The school is successfully applying procedures to get best value out of its resources and critically analyses its performance. The weaknesses previously identified have been rectified. Administration is efficient, enabling the headteacher and staff to manage their roles. The difficulties in the recruitment of staff has resulted in the school being a member of staff short; because of this, existing staff carry too heavy work-loads and, on one occasion, pupils had to be sent home. The lack of a full complement of staff is a threat to the school's ability to improve further. The accommodation and learning resources are good to meet the demands of the curriculum in a small school. The high under-spend is attributable to a number of additional funds being included in the budget. The governors have plans to make good use of this money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The caring attitude of the staff. • The progress the children make. • The way their opinions are sought and valued. • The quality of information from the school. • The way the school welcomes them and support them. 	<ul style="list-style-type: none"> • The difficulties parents face in their children's behaviour at home when they change classes. • Transport arrangements.

During the inspection, there were few difficulties in the arrangements for transporting pupils to school but it was noted that some vehicles were late. The inspectors agree with parents that the school could do more to inform parents about the procedures for settling in pupils at the beginning of any year.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils' attainments on entry to school into the mixed Years 1 and 2 class are well below national averages and they score poorly on the tests undertaken during their first few weeks in school. They have poor language and communication skills. Many have extreme behaviour and find it hard to sit and listen. Some exhibit challenging behaviours which are difficult to manage. With good teaching they settle quickly into school and their achievement is good. A number of pupils come into the school during Years 3 to 6 having been either out of school for some time or been taught in a variety of other provisions. The attainment on entry of these pupils is varied but, in some years, a small proportion of these have average or above abilities and attainments which are below national averages. Generally, these pupils show well-established challenging behaviours. The staff manage these pupils very well and they also make progress and some achieve Level 3 and 4 in national tests. There is no significant difference between the performance of the small number of girls in the school and that of boys or between ethnic groups. Overall, pupils enter the school with attainments which are well below national averages and reach standards which are below national averages. This represents good progress, particularly as many pupils now entering the school have complex learning and behaviour difficulties which increasingly includes ADHD, moderate and specific learning difficulties, speech and language difficulties and pupils within the autistic spectrum.
2. Pupils' standards in English are below national averages by the end of Year 2 and, while some more able pupils reach national averages in reading, almost all have attainments in writing which are well below national averages and this has a cumulative effect on attainment across the curriculum.
3. In all year groups, pupils make good progress in all aspects of English during their time in school. Pupils in Years 1 and 2 make particularly pleasing progress in speaking and listening skills and this good progress continues into Years 3 to 6. All pupils make good progress in reading and, while few become independent readers by the end of Year 6, the good implementation of the National Literacy Strategy ensures that all pupils develop their reading skills. In writing, pupils in Years 1 and 2 have poor pencil control and few are able to write simple sentences. By the end of Year 6, even the most able are reluctant to write at length and need considerable support to complete a small amount of text. However, taking into account the complex learning difficulties of the pupils, most make good progress in respect of the targets set for writing in their IEPs.
4. In mathematics, the Key Stage 1 results in the standardised tests (SATs) were below the national average in 2001 but the attainment of three more able pupils was at national averages. The numbers of pupils at this key stage are very small and it is not possible to determine significant trends with confidence. Attainment on entry at Year 1 is well below the national average and by the end of Year 6 it is below national averages. Therefore pupils make good progress. This is particularly true for those pupils who have had previous disruption to their schooling prior to admission.
5. Overall standards in mathematics at the end of Year 2 are still well below average but pupils make steady progress towards below average standards. During Years 1 and 2 pupils continue to develop basic matching and sorting skills, counting in ones and twos and are beginning to understand addition and subtraction of numbers to ten. Most can tell the time and measure in centimetres, give change from 50p and understand the concept of whole and half. By the end of Year 6, the current 11 year-olds attain below average standards. More able pupils know and use a 100 square for multiplication and division and understand place value to 100. They are fairly confident in the use of addition and subtraction but less confident in multiplication and division. More able pupils understand decimals and are beginning to solve problems. Most can measure accurately length, weight and angles, understand symmetry and are developing an understanding

- of area, volume and co-ordinates but for most pupils their investigative skills are under-developed.
6. Almost all pupils' attainment in science is lower than national averages but many pupils' knowledge, skills and understanding are at, or close to, national expectations in some aspects, particularly in materials. For example pupils in Years 1 and 2 understand the term transparent and opaque and can sort materials using these criteria. Pupils in Years 1 and 2 make very good progress from a very low knowledge base. In Years 3 to 6 pupils continue to make good progress and by the end of Year 6, more able pupils reach average attainments in their knowledge and understanding of electrical circuits and how changes in substances can sometimes, but not always be reversed. Pupils' knowledge in scientific enquiry is enhanced by teachers' constant questioning about the conditions required for a 'fair' test.
 7. In ICT, the majority of pupils who enter the school in Years 1 and 2 have standards which are well below national expectations and few have any real experience of using computers. By the end of Year 6, the standards of more able pupils match national expectations. For the rest of the pupils, standards improve but are still below national expectations. This represents good progress for pupils of all abilities and is the result of good teaching and a focus on the development of skills. Seven year-olds manage the mouse, moving it across the screen to work an art programme. They know how to print their work. By the end of Year 6, the 11 year-olds have some understanding of how to put in data into a spreadsheet or database and how to amend, combine and organise text. Pupils are currently developing their skills in the use of Email but have yet to contact other schools. The intensive training programme for staff is proving helpful and effective and they are more enthusiastic and confident in using the technology to support pupils' learning.
 8. Standards in art and design meet national expectations and pupils are achieving very well. Standards in design and technology are below national expectations but pupils make good progress and some of the work produced is very good. The pupils' skills in design are less assured. Although overall standards are below national expectations in history, pupils enjoy the subject throughout the school and make good progress. Insufficient evidence was available to judge standards or progress in geography.
 9. Standards in music at the end of Year 6 match national expectations for the more able pupils but are below national expectations for the rest. All pupils make good progress in music and are successfully taught songs which they sing with great enthusiasm. In physical education, all pupils make progress in dance, in swimming and in learning to play together as a team because of challenging teaching and brisk lively lessons that make pupils work hard. No lessons were seen in religious education in Years 1 and 2 but in Years 3 to 6, while attainment is below national expectations, all pupils make good progress and achieve well when taking into consideration their learning difficulties.
 10. Pupils' emotional needs are well supported through the very good personal, social and health education (PSHE) lessons. Additionally, in the other sessions set aside for the review of pupils' targets and the implementation of the school's behaviour management strategies, pupils learn to control their behaviour so that they can settle to tasks and learn. The positive way staff use the 'time-out' procedures and the system by which pupils have to 'pay-back' such time that is lost, also make a major contribution towards pupils' improving behaviour and progress.

Pupils' attitudes, values and personal development

11. Parents report that their children like coming to school and those pupils interviewed confirmed this. The school is a happy place and all staff provide a secure, safe and structured environment in which pupils can develop control of their behaviour and their emotions. As a result, pupils' attitudes, values and behaviour develop positively and pupils' learning and achievements improve. In turn, pupils experience success and they develop a positive image of themselves as persons. The fact that attendance is significantly higher than for similar schools and is sustained through the academic year, that punctuality is generally good and that, when pupils arrive they are happy and looking forward to their day, all indicate that pupils' attitudes to the school are good. Pupils value the education and social benefits that may be obtained from their attendance at the school.

12. All classes maintain a well marked register for both morning and afternoon and the process is built into the 'Meet and Greet' sessions, which provide a very positive start to the morning and afternoon sessions.
13. Despite their significant difficulties pupils respond well to the teaching and try hard in activities, demonstrating good listening skills. Some persevere well. Pupils endeavour to complete tasks within set times, though some may need to be reminded of this. Within circle time they show improving abilities at turn taking and at engaging in the celebration of the success of others arising from the reward system. The longer they attend the school the more appreciative they became of the support provided by the school and their attitudes to school improve as a consequence.
14. Where unsatisfactory behaviour occurs, pupils normally respond positively to the therapeutic framework presented by staff. The incidence of restraint is within satisfactory parameters, particularly given the severity of pupils' special needs. Following incidents, pupils normally return to lessons and continue their learning. They have to 'pay back' any time lost out of the classroom during lunchtime. This system provides an opportunity for pupils to make a choice about how they behave, and is particularly successful for pupils who are beginning to control their behaviour. For a minority of pupils, who have not yet learnt to control their behaviour sufficiently, incidents result in pupils missing significant amounts of lesson time which cannot be 'paid back'.
15. Pupils develop very good respect for each other because the school places a strong emphasis on ensuring that pupils understand that what they do and say can be hurtful to others. All staff work hard to establish the very good relationships that exist in the school and to encourage pupils to work and play together. Pupils of all levels of ability are making good progress towards taking greater responsibility for their learning. There is respect for property and the school has a well cared for appearance with no evidence of vandalism or damage caused by careless behaviour. The involvement of pupils in activities both at lunch-time and outside the school day is good and a strength of the school. Pupils are made aware of the need to behave well in all situations and that bullying, sexism and racism are not tolerated within the school. As a result, pupils are able to come to school knowing that the school is largely free from such issues.
16. Behaviour outside lessons is also very good and pupils played and worked purposefully during inside breaks when the weather was inclement. Overall, pupil attitudes are enhanced by clear policies of reward and sanction, sensitively applied by an experienced staff team. Improvement since the last inspection has been good. There are greater opportunities for pupils to take initiative and the school has worked hard to provide an element of choice both within lessons across the curriculum and also during lunch breaks.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. The quality of teaching has improved since the last inspection and no examples of unsatisfactory teaching were seen. Teaching was good or better in three-quarters of all lessons and, of these, over a quarter were very good or excellent. The proportion of very good teaching was particularly high in Key Stage 1.
18. In nearly all lessons seen, teachers demonstrate good subject knowledge, both of the objectives they are teaching, the materials they are using and of the needs and difficulties of the pupils they teach. A very good example was seen in a design and technology lesson in Years 5 and 6, where both the teacher and the support assistant were able to promote pupils' learning very effectively by their sensitive questioning as well as showing a high level of concern for health and safety. They were able to lead pupils to evaluate their work and discuss how it might be improved in a very positive way, at the same time keeping pupils on task and well motivated.
19. The teaching of basic skills is good particularly in Years 1 and 2, where many pupils still need to concentrate on letter sounds and word recognition. A real strength in this key stage is the way that staff engage pupils in the development of their literacy skills by devising a variety of ways to

- consolidate learning, for example when they teach a phonic sound. In lessons and the work scrutiny, many strategies were seen to be in use, such as games, worksheets, computer programs and wall displays. An example of this variety is the use of toys to help to identify initial sounds.
20. Planning is an effective feature of all the lessons seen. In English and mathematics a very positive feature is the way that teachers work within the framework of the national strategies whilst at the same time ensuring that the targets set on pupils' IEPs are also covered. Teachers set clear objectives for lessons in most subjects, which they share regularly with pupils, consolidating them at the end of sessions in purposeful plenary sessions.
 21. In all lessons, pupils are adequately challenged, especially given the nature of their emotional and behavioural difficulties. They respond well to such challenge, for example, in a Year 4 class, when reading a difficult poem, pupils concentrated hard and did their best to co-operate although the language and context were difficult. They succeed in doing this because the teacher had high expectations, extended understanding by skilful questioning and managed the group well.
 22. Teachers use a variety of methods, including whole class, group and individual approaches, all of which promote the pupils' learning well. Their work is enhanced by the support of the teaching assistants who are skilled, highly trained and contribute very well in all lessons. They help manage troubled behaviour, keep pupils on task and do intensive work with groups and individuals. The teamwork of teachers and teaching assistants is particularly impressive, as seen in one Year 3 ICT lesson when a teaching assistant took the lead in the lesson, without instructions being given, while the teacher dealt with some difficult behaviour. In all classes there are well-established routines and very good understanding between teachers and teaching assistants, derived from joint planning.
 23. The management of what is often difficult and challenging behaviour is very effective in nearly all lessons. Teachers know their pupils very well and are aware of what might constitute flash-points. They anticipate difficult behaviour and often succeed in preventing it simply by providing a distraction, keeping pupils on task or giving them intensive help and support. When incidents occur they deal with them calmly, giving pupils time to settle down and to talk things through. An effective system of rewards and sanctions, known and applied throughout the school, contributes effectively to the overall high quality of behaviour in all situations.
 24. Pupils take home books to read and spelling to learn and on occasions pupils take homework to finish or prepare for future lessons. Some parents feel that homework is not set consistently, while others feel that homework should not be set. One of the difficulties the school faces is that several pupils find it difficult to complete work at home and that parents find this situation stressful. Overall the school's policy is sound.
 25. The refined and detailed system of assessment is very good and very well used by all teachers. It makes a considerable contribution to pupils' knowledge of their achievements and helps pupils to move forward in their learning. Individual and group targets are shared on a daily and weekly basis with pupils, so expectations are clear, both in behaviour and academic standards.
 26. Regular monitoring and evaluation has successfully raised standards in teaching since the last inspection and good support is provided for teachers and teaching assistants who join the staff so that the good teaching in the school is effectively maintained.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?

27. The Willows provides a good curriculum for all its pupils. It is broad, balanced and particularly relevant in meeting the needs of the pupils in this school. As all statutory requirements are met and there are no identified weaknesses, this represents an improvement since the last inspection.
28. Long term planning is based on appropriate programmes of study in all subject areas and is well

supplemented by good medium and short term plans. As a result, lessons and activities are well suited to all of the school's pupils. In addition to the National Curriculum, the school provides many other informal opportunities for pupils to develop their spiritual, moral, social and cultural understanding and to address their emotional needs. The organisation of the curriculum ensures that all pupils experience a school day which is purposeful throughout. The curriculum is very carefully monitored by the senior management team and by subject leaders. This is achieved through the scrutiny of planning, the observation of teaching and learning and the careful analysis of school data.

29. Curriculum provision for pupils with additional special educational needs is good. Activities for these pupils are carefully planned and supported within lessons. Specific tasks, which address the individual needs of a pupil, are suitably introduced during a lesson and, as a result, pupils make the progress of which they are capable. In addition, teaching assistants provide very good support for those pupils who require it to complete a task.
30. The literacy curriculum is very well structured to meet both the requirements of the National Literacy Strategy (NLS) and individual pupils' needs. The school follows the NLS structure, thereby offering a good range of texts and stories while tailoring group activities carefully to help pupils meet literacy targets contained within their IEPs.
31. Numeracy is very well planned and differentiated to meet the specific needs of a continually changing cohort of pupils. The numeracy curriculum meets National Strategy requirements and lessons contain an appropriate balance of oral and mental, group and whole class activity.
32. Very good assessment procedures ensure that pupils' performances in all core subjects, and to a lesser extent in the foundation subjects, are reviewed at the end of each day. The information gathered is used to produce clear new targets. These are shared with pupils and understood by all. This continuous process is at the heart of the good learning that takes place in the school and is socially inclusive as it provides for equal access and opportunities for all pupils. In all areas of both the formal and wider curriculum, the school's commitment to equality of opportunity is excellent. The curriculum accurately provides for the needs of pupils with emotional and behavioural difficulties in general but also provides the opportunity for each individual pupil to make the best of what the school has to offer.
33. Because nearly all pupils travel to school on LEA transport, it is impossible to provide a programme of after-school events. This is more than compensated for by a very good range of activities at lunchtime which are meaningful, well supervised and enjoyed by the pupils. It is supplemented by a comprehensive range of out-of-school activities including: trips to a nearby leisure pool, the local library and marina, galleries and the theatre. The curriculum is further enhanced by the visits of a number of dance and music groups and the pupils' participation in a residential experience and in the school's plays and concerts.
34. The PSHE curriculum is very good and includes education on sex and drugs. This programme makes a very positive contribution to pupils' personal and social development. Personal and social education is extended and enhanced during break and lunch periods where all staff are aware of the requirement to incorporate the contents of the taught part of the syllabus into pupils' less structured activities.
35. Provision for the pupils' spiritual, moral, social and cultural development is very good overall. There are good opportunities for pupils to make progress in their social and cultural development. Tasks, designed to foster a sense of responsibility to oneself and the group, are set in all classes. For example, in a Year 3 lesson when pupils were making a class model village of Nazareth, they worked together in groups making different parts of the village but working from a single plan. This social development is enhanced within the PSHE curriculum and pupils' responsibilities to each other and themselves are constantly referred to in discussion about targets at the beginning and end of lessons. Cultural development is enhanced by the skilful and sensitive choice of music in assemblies and by the high quality displays around the school highlighting other cultures such as those of the Aztecs or the peoples of Italy and Spain.

36. Provision for pupils' spiritual development is excellent. It is well promoted through religious education lessons where pupils consider creation stories and discuss issues of emotional strength and the wonder of creation. It is also supported during assemblies where the school prayer, the Headteacher's Award and carefully explained periods of reflection are all very positive experiences for the pupils. Additionally, during periods of distress, pupils are given opportunities to talk quietly to an adult about their feelings and the staff provide excellent counselling and guidance in this way. Such work makes an excellent contribution to both the spiritual and to the moral development of pupils.
37. The provision for pupils' moral development is also excellent. The school rules are constantly referred to verbally and, around the school, in lively and interesting displays that are sensitive to both older and younger children and produced in a way that pupils of all abilities can understand. Staff are totally committed to the notion of helping their pupils to understand the difference between right and wrong and take every opportunity to promote this.
38. The links with other schools and institutions are well established and create opportunities for pupils' inclusion into mainstream schools. However, the school's links with local colleges are less well developed and opportunities to provide additional support for some areas of the curriculum through these links are missed, for example in music and physical education

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The governors, headteacher and staff are totally committed to taking good care of all their pupils and know them well. There have been good improvements since the previous inspection. The procedures for child protection and for ensuring pupils' welfare are now very good. Monitoring and promoting pupils' academic performance, personal development and the educational and personal support provided by the school are very successful. Support and guidance have a very positive impact on the pupils' achievement and their academic, personal and physical development and wellbeing.
40. All pupils are encouraged to behave well and generally do so. There is a very comprehensive system for the management and modification of inappropriate behaviour, which is well understood by pupils and consistently applied by staff. These systems go a very long way to eliminating any form of oppressive behaviour and all staff are vigilant for any signs of bullying or mistreatment. Any such incidents are rare and are recorded and appropriately dealt with. Additionally, the accident book is well maintained and procedures for reporting accidents to parents and governors and the health services are effective. First aid and the giving of medicines are in line with agreed procedures. Pupils are well supervised and the school is safe and secure. Very good use is made of outside agencies, such as the educational psychologist and educational welfare officer. This ensures that pupils' personal safety, personal hygiene and general wellbeing are carefully and sensitively covered.
41. The head teacher and the governors are well aware of all health and safety issues and address issues quickly and with purpose. Risk assessments are undertaken and all portable electrical, physical educational and fire fighting equipment in the school is appropriately tested and recorded. The school holds regular, well-logged fire practices. Lunches are nourishing and the canteen staff and lunchtime supervisors all follow the good lead provided by the school in the way they approach and talk to pupils.
42. The procedures for monitoring and improving attendance at the school are very good and can be linked directly to the relatively high attendance at the school when compared with similar schools. All parents are well aware of their relevant responsibilities and any unexplained absences are quickly followed up. The educational welfare officer has a good contact with the school and the referral system works well. Lateness is only a problem when the transport fails to get to the school on time and the school has an efficient routine to deal with it. Permanent and fixed term exclusions are below the average for similar schools and are declining. The reasons for exclusions are principally for violent behaviour towards others.

43. The school has very good procedures for child protection, which are based on local authority guidelines. The named person with responsibility for child protection has good knowledge in this field and a clear understanding of the importance of links with other agencies connected to this area of the school's activity. The weekly attendance of an attached social worker further strengthens the school's provision in this field. The social worker displays good knowledge of the school and its systems and provides an extremely valuable resource for pupils' parents and staff.
44. There are very good procedures for monitoring health and safety issues in the school involving regular inspections by the head and caretaker and reports to the governing body.
45. The school pays very good attention to issues of equal opportunities. They have placed the two girls in the school in the same class so that they will not be isolated. All pupils are given every opportunity to be fully involved in all aspects of school life. As far as it possible the school implements a policy of inclusion and pupils are returned to their local mainstream school whenever this can be managed. The school has developed a project whereby pupils can be re-integrated into a local primary school for short periods to prepare them for their return to local school. Currently the headteacher is re-negotiating this project with a local primary school.
46. The school also has very good procedures for monitoring and supporting the personal development of its pupils. Some pupils' personal problems are complex and long term and many exhibit extreme behaviours. The school also monitors relationships at all levels. The PSHE programme is very successful and regular daily sessions are provided when pupils are asked to reflect on their behaviour and attitudes. The school assemblies also play an important part in this process. For example, a recent theme was related to loneliness and another on how to be kind to people. The regular visits by the school counsellor make a major contribution to the monitoring of pupils' personal development as does the very good support provided by all staff when pupils are distressed. Progress in personal development is carefully recorded and well reported to parents.
47. The school's systems for assessing pupils' attainment and progress are very good. Records are extremely comprehensive and clear. There are direct links between all parts of the system. This means that it is possible to track targets from a statement or an annual review into the IEP and, from there, into an individual lesson plan. Comprehensive evaluation of pupils' assessment is effectively used to inform future lesson planning and target setting. Pupils' are effectively involved in this process and they are able to discuss their own performance in an informed way. They are aware of their performance and what progress they are making, as well as being able to refer accurately to the personal targets that have been agreed. A very good feature of the school is the way the assessment records, the data from national testing and the very well kept records and tests in reading and other subject areas are effectively used in the school's system of self-evaluation to set realistic, but challenging, whole school targets. Currently the school is reviewing the assessment of the foundation subjects so that further improvements can be made.
48. The profile of pupils being admitted to the school has changed since the last inspection with an increasing range of needs being addressed, including pupils with speech and language disorder, autistic spectrum disorder and complex patterns of behaviour. Both the school and staff have adapted well to these changed circumstances. The school makes a significant contribution to diagnosing the educational capability of pupils through its 'assessment on entry' package, particularly as some data which accompanies pupils at the time of admission is out of date or incomplete. Scrutiny of recording and assessment data indicates that the school is very successful in meeting the needs of pupils as outlined in their statements of special educational needs.
49. Links with external agencies are generally very good and the school has made good progress since the last inspection in consolidating links with Social Services, who are now more closely involved at family and school level. There is good speech and language therapy support for pupils but pupils often have to wait for significant periods before referrals for occupational and physiotherapy are acted upon. There is very limited assistance available to the school to address mental health problems.

50. The work undertaken in this whole area is a clear testament to the dedication of the staff.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. Parents continue to hold the school in high regard and the partnership between parents and the school is very good. They value the school for its caring attitudes. The inspection team agrees with the very positive views on school life expressed by the parents at the pre-inspection meeting and through the returned questionnaires. Some parents did, however, feel that more could be done to help their children settle in to their new classes at the beginning of each year. The inspectors found that the school does try hard to give extra help to the children at these times, but feel that the school could do more to inform parents about these procedures to reassure them that their children are being supported.
52. A few parents were worried about arrangements for transporting the children to and from school. However, the team found during the inspection period that there were few difficulties in these arrangements, but noted that some vehicles were late.
53. The partnership with parents is working very effectively and this makes a valuable contribution to pupils' learning. The mechanisms for exchanging information between school and home are effective and include opportunities for parents to give information to the school about their child. Individual target setting is well understood by parents because the school involves them as much as possible and parents feel that the school is very open and approachable. Distance from the school for many parents makes personal contact difficult at times, but they feel very happy about making contact by telephone. Parents have shown their willingness to support their children in school by attending the Christmas performance and parents' evenings.
54. All parents speak highly of the systems of informal communication with the headteacher and staff about day-to-day matters and school events. Staff are regarded as very approachable and seen to have a thorough knowledge of the children. The parents appreciate the informative school prospectus and the governors' annual report to parents and they are receiving very good information about the school through regular newsletters. Reports to parents and annual reviews are clear and useful, stating what pupils need to do to improve. Parents believe their children are making good progress.
55. There is a homework policy and parents are clear about what is expected of them and their children at home, although some parents feel that homework should not be set. The inspection team found the use of homework to be satisfactory across the school.
56. There is now a full complement of parent governors who give valuable support to the school by, for example, putting in a special effort to encourage parents to attend the governors' annual meeting. This effort resulted in very good attendance. Parents are also pleased with the way their children eventually settle happily into school and appreciate the help that the school provides for the transition to secondary school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. The leadership and management are very good overall and contribute significantly to the improved teaching, behaviour management and the good achievement of all pupils. The key issues identified by the previous inspection have been successfully completed and significant additional improvements have been made, particularly in curriculum planning and assessment and the provision for spiritual and moral development.
58. The leadership of the headteacher is very good. She is enthusiastic and committed to meeting the special educational needs of all pupils and raising their achievements. She has a vision for the school which is shared with all and so she has the confidence of the parents, governors, staff and pupils. For example, in order to help pupils to make choices, notices tell them that "Our school

will be a better place if you do not swear” rather than “Do not swear”. The headteacher, together with the governors, the teachers and the teaching assistants, have a strong commitment to school improvement. For example, the quality of teaching is now always satisfactory and good overall, with substantial amounts of very good teaching. The curriculum has improved and the strong emphasis on improving pupils’ achievements has led to the literacy and numeracy strategies being successfully implemented. This very clear educational direction is creating an effective teaching team who work hard to improve the pupils’ personal, academic and physical development. The school has a comprehensive range of policies and procedures. These are very well known by all staff and governors.

59. There is a strong sense of teamwork in the school and, despite heavy workloads, morale is high. This means that there is a purposeful and supportive ethos that permeates the school and has a positive impact on the pupils’ attitudes and behaviour. The aims and values are very strongly reflected in the school’s work at all levels.
60. The governing body fulfils its responsibilities very well and is very supportive of both the headteacher and the school as a whole. All statutory requirements are met. Since the last inspection, the governing body has reduced the number of sub-committees in order to ensure that all governors are knowledgeable about all aspects of school life. This simplified committee structure has been successful and the governors fully understand the strengths and weaknesses of the school. The parent governors are very active in getting parents to the annual parents’ meeting to ensure their views of the school are heard.
61. As a result of the teacher shortage in the borough, the governors have not attracted sufficient applications to be able to appoint a member of staff so that the school does not have a full complement of teachers. The deputy head has fulfilled the role of a class teacher for nearly three years as well as undertaking a number of important management roles. She does get released to undertake management tasks through the use of supply cover for part of the week; however, this arrangement has meant that a considerable additional burden has been placed on both the headteacher and deputy head and most management meetings take place after school. The school is very fortunate in have low staff absenteeism over the last two years but, despite this, a class was sent home during the week before the inspection. The school’s shortage of staff is beginning to have an adverse effect on the education of a few pupils; a small problem at present but one which has the potential to seriously affect the quality of the school and its capacity to improve further.
62. The small teaching staff has a range of clearly defined individual roles and responsibilities. The newly introduced career structure for the teaching assistants effectively rewards their valued work and clearly defines their roles and responsibilities. This is a particularly pleasing feature of the school. Good use is made of the precious time of all the staff by a well-planned routine of regular staff meetings, daily curriculum planning meetings and use of supply cover to provide some additional time for curriculum leaders to co-ordinate their subjects. Key roles for English, mathematics, science and information and communication technology are well established. Systems for monitoring and evaluation are well developed, staff know what they have to do to improve and each subject has an improvement plan.
63. The monitoring and evaluation of the school’s performance is now very good and the school has made considerable progress in this area since the last inspection. An extensive range of practices is in place to monitor standards, achievement and pupils’ learning. The headteacher undertakes to monitor pupils’ work and evaluate teaching. Both teachers and pupils are set targets. For pupils, these targets are reviewed and implemented daily as part of the implementation of pupils’ IEPs. Teachers and pupils are given helpful feedback. The school’s strategy for performance management is effective. Planning is evaluated and the headteacher analyses each of the results by the ability of pupils, providing helpful information to formulate the priorities in the school improvement plan and feedback about the curriculum and teaching programmes. The school development plan is a very successful tool for development. Priorities are appropriate and linked to subject improvement plans. Timescales are sensible given the size of the staff.

64. The school has an inadequate number of teaching staff at present as the school is a member of staff short. Teaching assistants form a strong team with the teachers and efficient use is made of their skills and abilities. They carry out a range of tasks, all of which make very good contributions to the progress the pupils make. The good staff training provided makes a significant contribution to the overall quality of the provision in the school. However, sometimes staff members are unable to attend a course or a meeting because of the staff shortage and the lack of suitable supply teachers. The suitability of supply staff is a particular problem because of the nature of the pupils who attend this school.
65. Overall, the accommodation is good and its facilities contribute considerably to the success of the pupils' learning, enabling the curriculum to be successfully taught. The building is very well maintained and clean and the school keeper spends a great deal of time at the school. The four classrooms are more than adequate for the numbers of pupils. The well-equipped hall and library and new ICT room are well used by pupils and teachers. The hall is used as a dining room, is pleasant and provides sufficient room for the pupils to have lunch in comfort. Classrooms double up as specialist areas, for example for science or design and technology. There is a good range of 'time-out' facilities, a very good resources area for teachers and a small and intimate assembly hall. Additional rooms are available for visiting specialists or for meetings with parents. The school has a good medical room. The entrance hall is pleasing and reflects the high expectations and values of the school. All classroom and corridors are enhanced by display and pupils' achievements are celebrated on a number of special notice-boards. The playground provides plenty of room for the pupils to play. During the winter the sports field can be very wet.
66. The school has a good range of resources for teaching and learning and prioritises its spending to enable significant improvements to be made in updating and enhancing what is available in each subject. Resources for literacy and numeracy are good. There is a good range of musical instruments, tapes, CD players and overhead projectors. Resources are very good in English, ICT and religious knowledge and good in all other subjects. The number of computers and other technology such as a scanner and a digital camera is very good and pupils benefit from computers in their classroom and in the ICT suite. The range of software is good and pupils have access to Email and the Internet. The library is well equipped and there is a good range of fiction and non-fiction. Resources are effectively used.
67. The school makes good strategic use of all resources. The budget is efficiently and effectively used to raise achievement and enhance the learning of all groups of pupils. Specific grants are used well to raise levels of achievement and improve the quality of education for all pupils concerned. For example, the grant for improving teachers' subject knowledge in ICT is currently being used very effectively to improve teachers' confidence and extend the use of technology. Educational priorities are effectively supported through efficient financial planning and carefully linked to spending in the school improvement plan. The governors keep a close check on the contingency fund and maintain it at a suitable level. Currently, the under-spend appears to be too high as it contains some additional items; for example, the funding for the hosting of the provision for pre-school children, the under-spend because of the failure to appoint a teacher and the money not spent on the purchase of a mini-bus because of sponsorship. Subtracting these shows the contingency fund is suitable. Consequently, the budget is very well managed and finance and budgetary control are good and carefully based on accurate information. The school administration is very good and new technology is used effectively. The school secretary makes a major contribution to the effective running of the school.
68. The school is successfully applying procedures in management and use of resources to get best value. For example, the headteacher and the staff team analyse test results and track pupils' progress in comparison with similar schools nationally, using this information to set new targets. Subject leaders cost the materials they purchase carefully and there are good systems in place to verify that this expenditure is cost effective.
69. Administrative procedures are efficient and the school is well organised to enable teachers to concentrate their efforts on the pupils and the headteacher to effectively manage her complex teaching and leadership roles. The quality of education that the school provides is good, all pupils

make progress and their special educational needs are well met. Pupils generally learn ways to control their extreme behaviours. The school is effective and provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to maintain the current good provision and to improve pupils' achievements, the governors should:

- plan to provide more opportunities for the development of writing skills, including writing for a range of different purposes, in all areas of the curriculum;

(Paragraphs: 2, 70, 75, 76 112, 112, and 135)

- ensure that strategies are put in place to attract teaching staff to work in the school and appoint a full-time teacher as soon as possible;

(Paragraphs: 61 and 64)

When the governors are drawing up their action plan in response to the finding of the inspection, they may wish to consider the following minor issues:

- to explore the use of all accommodation so that a specialist room for practical activities can be set up;

(Paragraphs: 94, 95 and 101)

- to increase the pupils' use of Email and to make greater use of the Internet for research;

(Paragraphs: 7, 116 and 121)

- to extend the links with other schools and institutions to enhance pupils' experiences.

(Paragraph: 38)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	43
Number of discussions with staff, governors, other adults and pupils	19

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	9	20	12	0	0	0
Percentage	5	21	46	28	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	26
Number of full-time pupils known to be eligible for free school meals	13

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	6

Unauthorised absence

	%
School data	3

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	3	3	6

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	3	1	3
	Girls	0	0	0
	Total	3	1	3
Percentage of pupils at NC level 2 or above. National figures are for similar schools	School	50 (66)	16 (0)	50 (33)
	National	15	7	27

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	3	3	3
	Girls	0	0	0
	Total	3	3	3
Percentage of pupils at NC level 2 or above. National figures are for similar schools	School	50 (66)	50 (100)	50 (33)
	National	19	28	91

Percentages in brackets refer to the year before the latest reporting year..

Attainment at the end of Key Stage 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	6	0	6

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	1	1	2
	Girls	0	0	0
	Total	1	1	2
Percentage of pupils at NC level 4 or above. National figures are for similar schools.	School	16 (0)	16 (20)	33 (10)
	National	12	17	34

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	0	1	1
	Girls	0	0	0
	Total	0	1	1
Percentage of pupils at NC level 4 or above. National figures are for similar schools	School	0 (0)	16 (33)	16 (16)
	National	7	16	22

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	1
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	24
Any other minority ethnic group	0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	1	0
Black – other	1	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	4	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: Y1 – Y6

Total number of qualified teachers (FTE)	5
Number of pupils per qualified teacher	5.2
Average class size	6.5

Education support staff: Y1 – Y6

Total number of education support staff	7
Total aggregate hours worked per week	241.5

FTE means full-time equivalent.

Financial information

Financial year	2001
	£
Total income	595,836
Total expenditure	604,599
Expenditure per pupil	16,540
Balance brought forward from previous year	62,030
Balance carried forward to next year	53,267

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	23
Number of questionnaires returned	17

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	29	6	0	0
My child is making good progress in school.	50	50	0	0	0
Behaviour in the school is good.	29	47	12	0	12
My child gets the right amount of work to do at home.	41	53	0	6	0
The teaching is good.	65	35	0	0	0
I am kept well informed about how my child is getting on.	71	24	6	0	0
I would feel comfortable about approaching the school with questions or a problem.	82	12	6	0	0
The school expects my child to work hard and achieve his or her best.	76	24	0	0	0
The school works closely with parents.	71	24	0	0	6
The school is well led and managed.	88	12	0	0	0
The school is helping my child become mature and responsible.	65	29	6	0	0
The school provides an interesting range of activities outside lessons.	47	29	18	0	0

Other issues raised by parents

The difficulties they have with the arrangements whereby pupils are transported to and from school. The fact that some pupils became distressed and unsettled at the beginning of a new school year because they had a new teacher.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

ENGLISH

70. Whilst pupils' standards in English are below national averages, they make good progress in all aspects of the subject during their time in school. They do particularly well in speaking and listening at all stages. A few almost achieve the national average standard in reading by the time they leave at eleven. However, the majority have skills in writing which are well below average and this has a cumulative effect on attainment across the curriculum. Overall, teaching is good in both key stages with some very good teaching in Key Stage 2. In Key Stage 2 there is some lack of challenge and pace in a small number of lessons.

Strengths in the subject are:

- Good leadership and management which has enabled full implementation of the National Literacy Strategy whilst at the same time ensuring that pupils work steadily towards their IEP targets;
- Careful monitoring of teaching which has brought about more consistent standards within the subject;
- Very good systems for recording and assessing pupil progress;
- An attractive set of new resources which meet the needs of the pupils well.

Areas for improvement are:

- The improvement of writing skills and writing for a variety of purposes.

71. Pupils entering the school in Years 1 and 2 generally have limited skills in speaking and listening and are often inarticulate in trying to explain events or describe their feelings. However, they gradually develop confidence in speaking out, taking turns and listening to what others have to say. By the age of 7, many are beginning to use a much wider range of vocabulary, to form their sentences in the appropriate grammatical way and to listen carefully to what others have to say. This is the outcome of their teacher's high expectations of what pupils can achieve and the good support given by teaching assistants who work purposefully with individuals and small groups. A good example of progress in speaking and listening was offered in a history lesson where older pupils could recount the story of Mary Seacole's life, using a picture sequence as a stimulus, and showing they had mastered the new vocabulary, such as 'Jamaica' or 'hotel'. The teacher's good repetition and consolidation of new words in this session enabled pupils to use them confidently in their speaking aloud.
72. By the age of 11, some pupils when debating the difference between a discussion and an argument express their ideas quite clearly and respond well to the teacher's careful preparation of the topic. The majority of Year 6 pupils are confident in talking about everyday needs and events, although they still generally do not use a very wide range of vocabulary and are particularly inarticulate when they try and discuss their emotional needs.
73. Pupils' achievement in reading develops slowly across the school. Those who enter in Years 1 and 2 usually have no skills in either word or letter recognition. Through the very well planned and structured programmes they gradually acquire letter knowledge and learn the high frequency words. The very good use of a series of attractive, teacher-made games encourages pupils to learn. By the age of 7, some pupils are beginning to read simple texts with both accuracy and enjoyment, although understanding is slower to develop in some cases.
74. Progress in reading continues throughout Key Stage 2, with a few pupils nearing the national average by the age of 11. Teachers are very skilled at managing to deliver the National Literacy Strategy whilst at the same time continuing to consolidate the detailed word and sentence level work necessary to meet individual needs. For example, in a Year 4 and 5 lesson, pupils shared the excitement of the language in a passage from King Lear in the whole-class session before going on to complete tasks at their own far simpler level. Although one Year 6 pupil was reading

Harry Potter, what the majority lack is any feel or knowledge about books and authors. The few more able pupils are able to use books for research and find books in the library but for most their reading skills are insufficiently developed to allow them to undertake these task independently.

75. Writing skills are generally well below national averages. Pupils in Years 1 and 2 have great difficulty with letter formation and pencil control and, even by Year 3, the occasional pupil is still only making approximate marks on the page in an attempt to write. Seven year-olds can occasionally manage a few sentences written independently, but are more confident in completing worksheets or writing frames rather than confronting a blank sheet of paper. The majority continue to copy work, have it scribed for them, or are still working at a word or sentence level.
76. By the age of 11, pupils remain reluctant to write and make very slow progress in written skills. For example, in a well-prepared lesson, pupils said what they wished to write but actually achieved very little. When they settled down to write, they lacked confidence about how to spell words and they were slow in forming their letters, using only the most basic forms of punctuation. Pupils generally produced only a few simple sentences, despite a great deal of help and support from the class teacher and the teaching assistants. Pupils do, however, make good progress against the writing targets set in their IEPs, such as learning to spell an increasing range of words, form letters properly or use basic punctuation correctly. All teachers work hard to improve pupils' written skills but provide too few opportunities for extended writing and writing in other subject areas.
77. A very good feature of the English curriculum throughout all classes is the systematic teaching carried out in response to IEP targets. This is carried out within the framework of the National Literacy Strategy, so that pupils do not miss out on experiencing good quality text and meeting the challenge required in studying some aspects of age-appropriate work. Assessment is much improved since the last inspection, with many very good procedures. For example, the use of the P levels and suitable standardised tests. Teachers make good use of these results to track and monitor pupils' progress.
78. There is only one pupil in the school with English as an additional language. The school has taken relevant advice and decided that her level of English is good enough not to merit further intervention.
79. The subject leader makes a very good contribution to the development of the subject and the careful monitoring and evaluation of planning and of teaching and learning by the senior staff has brought about a more consistent quality of teaching in English. Resources for the subject are good. New materials purchased for the implementation of the Literacy Strategy are of high quality and are motivating to pupils. The subject has made good progress since the last inspection.

MATHEMATICS

80. Standards of work seen are well below the national average at the end of Key Stage 1 but pupils make good progress towards below average standards. The majority of pupils achieve this level by the end of Key Stage 2. Overall, the teaching of mathematics is good and pupils make good progress.

Strengths in the subject are:

- There are improving achievements of pupils in Years 3 to 6, reflecting positive pupil attitudes and effective teaching;
- The clear subject planning and co-ordination which enhances the pace of pupil learning;
- The effective use of teaching assistants.

Areas for improvement are:

- The greater emphasis on practical and investigative mathematics.

81. Pupils enter the school at a variety of times and do not necessarily undertake the whole of their key stage learning within the school. They have a wide range of attainment and in addition to their

special educational needs they sometimes have the added difficulty of educational delay due to interruptions to their earlier education.

82. Pupils' attainment on entry into Years 1 and 2 is well below the national average, especially in using and applying mathematics and number work. Attainment in knowledge and understanding of the use patterns and the properties of shape are closer to the national average. By the age of 7, more able pupils count sets of objects reliably and quickly recall number facts to 10 in both addition and subtraction. Less able pupils count, order and subtract numbers when working with objects using numbers to 10, though not always with certainty. Most pupils understand shape, space and measures and can use mathematical names to describe their properties, including the number of sides and corners. Less able pupils are less secure in their knowledge of angles. The quality of teaching and learning in lessons is good. Lessons are well planned and presented at a good pace. This helps pupils to keep on task and so make good progress. Pupils' attitudes to learning in mathematics are at least good in Years 1 and 2 and sometimes very good, mainly as a result of the very good additional support they get from the teaching assistants. Potentially stressful situations are recognised and the good team-work ensures pupils never become isolated during tasks in lessons.
83. By the time pupils are 11, more able pupils can use decimal notation. Most pupils confidently use addition and subtraction facts to 20 in solving problems involving larger numbers and have good mental recall of the 2, 5 and 10 times multiplication tables. Skills in handling data are less well developed, although more able pupils make satisfactory progress in this aspect. In shape, space and measures, pupils use mathematical names for common and unusual 3D and 2D shapes accurately and quickly and they can also distinguish between straight and turning movements. Pupils are also developing an understanding of area, volume and co-ordinates. For pupils of all abilities, skills in investigative mathematics are less well developed and they have comparatively few opportunities to practice them.
84. Teachers' knowledge of the subject in Key Stage 2 is consistently good and basic skills, for example in dealing with place value, are well taught. Expectations are made clear and are suitably challenging, for example in consolidating mathematical vocabulary in a lesson focusing on shape. This aids concentration and good behaviour. Pupils are treated as responsible individuals and it is made clear to them that independent learning is a goal, irrespective of their age. Those pupils able to take advantage of this made good progress, for example in a lesson involving 7 and 8 year old children studying aspects of symmetry.
85. In Years 3 to 6, pupils enjoy their mathematics and this was evidenced in the numeracy hour sessions observed during the inspection. They are serious and listen attentively to their teachers. Behaviour is almost universally good and the majority of pupils collaborate and turn take well in discussions, for example in a lesson dealing with the properties of shapes. This good behaviour can be attributed in great part to the skill, expertise and care displayed by their teachers and teaching assistants who know pupils well and recognise when a pupil needs to leave a lesson for a short time to re-focus attention.
86. Weak literacy and recording skills act as a barrier to learning in Years 1 and 2 and there is rather less recorded work as a result. Across the school, the Numeracy Strategy has been well considered and provides good challenges for pupils, for example in a Year 3 class dealing with estimation. There is good differentiation of the tasks set, for example, the use of art prints to arrive at the same concept of symmetry for a less able pupil. Learning is strengthened by well-planned and timed plenary sessions which enable pupils to feedback on what they have learned. This was witnessed in a lesson for younger pupils dealing with aspects of shape and symmetry. Although attainment remains below the national average, pupils make good progress within lessons.
87. Leadership and management is very good. Particularly good use is made of teaching assistants who are both confident and effective in leading group work within lessons. There is very good assessment of the diverse needs of pupils entering the school within each key stage and this enables accurate placement within groups aiding continuity of learning for pupils of all abilities. Reporting arrangements are well documented and there are very good procedures for ensuring that

all agencies as well as parents are aware of the progress that pupils make.

88. Progress since the last inspection has been good. This is as a result of improving teaching, which has fostered good attitudes to work. More focused schemes of work have strengthened learning, particularly in Years 3 to 6. There is now a greater emphasis in schemes of work on practical mathematics but the overall balance does not yet address the need to present pupils with more opportunities and challenges in the area of investigative mathematics at either key stage. Resources for the subject, including accommodation, are good and facilitate a productive working atmosphere in lessons.

SCIENCE

89. Pupils in Years 1 and 2 make very good progress and in Years 3 to 6 they continue to make good progress. Although almost all pupils' attainment is lower than national expectations many pupils' knowledge, skills and understanding is at, or close to, national expectations in some aspects. In both key stages pupils with additional special educational needs make good progress due to the quality of planning and support. The quality of teaching within the subject is good overall; although the best teaching observed during the inspection was in Years 1 and 2.

Strengths in the subject are:

- The curriculum organisation;
 - The assessment of pupils' work and its use in planning;
 - The management of the subject and especially monitoring of teachers' planning;
 - The high expectations of staff.
90. By the end of Year 2, pupils are developing a grasp of life processes and know about the stages of development of humans and animals. They understand that materials have different uses and their knowledge is extended by the sorting of various fabrics, cards and papers. They develop an understanding of physical processes by considering pushing and pulling forces. The teacher and teaching assistants very successfully promote pupils' involvement in scientific enquiry so pupils feel confident to explore concepts during scientific investigations. In one lesson the teacher invites pupils to 'see what's in the magic science bag'. Pupils are instantly engaged and discuss the contents with each other and with the staff. They are then able to sort materials with different and similar characteristics and discuss the properties of, for instance, transparent and opaque materials and offer opinions as to which would make the best windshield for a car.
91. In Years 3 to 6, pupils' knowledge is broadened and they learn about substances that dissolve, they test their knowledge of electricity by constructing circuits and make predictions in how substances change for example, how and when water will freeze. Pupils' knowledge in scientific enquiry is enhanced by teachers' constant questioning about the conditions required for a 'fair' test. They encourage pupils at all stages to consider these conditions and pupils respond by confidently describing how an investigation will be arranged. In a lesson about sound, pupils considered materials which would be suitable for the following investigation, they appropriately debated the qualities of some materials as a group, rejecting some and accepting others before individually preparing tables to record the results of the investigation.
92. Teaching is well planned throughout the school and assessment is well used to indicate pupils' progress and to plan the next steps. There is a range of good teaching strategies evident and resources are appropriately selected and used in lessons to support investigations.
93. Pupils' response in lessons is generally good. They are enthusiastic about science and are keen to join in with their activities whether as a group or individually. Teachers use pupils' enthusiasm for practical work positively and pupils generally behave very well during the first parts of the lesson knowing that success in the investigation depends on listening carefully.
94. The subject leader ensures that all curriculum and assessment issues are clear and that resources are well organised and available, all of which contributes very positively to the good standards achieved by the pupils. The school currently has no specialist facility for the teaching of

science but consideration of this is within the school's improvement plan and funding is available for this project. The subject has made good progress since the last inspection, particularly in the quality of teaching and its monitoring.

ART AND DESIGN

95. The provision for art is very good.

Strengths of the subject are:

- The leadership and management of the subject provides a very good framework for enabling pupils to access a wide range of artistic activity throughout their time in the school;
- The extra-curricular activities provide rich experience for extending and consolidating pupils' learning;
- The pupil attitudes to the subject are very good and this enthusiasm adds to the pace and depth of their learning.

Areas for improvement are:

- There is no specialist room for art and design which limits opportunities for sustained 3D work.

96. There were no lessons available for observation in this subject during the inspection period. Judgements on standards and learning are based on an analysis of teaching plans, scrutiny of displayed and recorded work and discussions with staff and pupils.
97. In the work seen, the standards that pupils achieve by the end of Year 2 are around the national average and they are achieving very well. These standards are similar to those for 2000. In drawing and painting, although the proportions for features are not always accurate, pupils use colour and shape well. This is particularly evident in self-portrait work. Pupils of all levels of ability can express ideas and feelings about their work and whether and how it could be improved. Digital photography enables very good opportunities for pupils to reflect on their work and consider how it may be improved or further developed.
98. By the end of Year 6, the majority of pupils have maintained their previous good progress and can perform with confidence in 'big picture' activities involving both teachers and artists in residence. Similarly, pupils' work in pastels is much more secure and they can use this skill and knowledge to investigate the use of composition, line and colour based on the work of Mary Cassatt.
99. All pupils make good progress. They are given individual attention and appropriate encouragement, for example in the use of a sketchbook to investigate ideas for facial features. At both key stages there is evidence of independent working by pupils of all abilities, for example in completing evaluations of observed sculpture. Good use is made of ICT in recording observations, though less able pupils require some teaching support to achieve this.
100. Leadership is very good and the subject is very well co-ordinated across each key stage. There is a good range of extra-curricular activities, including trips to see art work in sculpture and architectural forms, and many pupils experience well planned visits to art galleries. These activities develop pupils' confidence, for example in producing very good quality, large-scale, bold and dramatic work. There are very good cross-curricular links with a range of subjects, including mathematics where rotation and tessellation exercises are included within programmes of work.
101. Improvement since the last inspection has been satisfactory. However, the lack of a specialist art room still limits the opportunities for the sustained use of clay and the development of 3D work generally. Within these limitations, teachers have worked hard to ensure access to a broad and balanced curriculum, including 3D activity.

DESIGN AND TECHNOLOGY

102. Standards in design and technology are below national expectations. Good progress is evident throughout the school and pupils' achieve well. The quality of some of the finished work is very good. The hard work that the school staff has put into this subject is apparent in the improvement that has been made in the progress of pupils since the last inspection, when it was satisfactory. The quality of teaching in this subject is at least good and there are also examples of very good and excellent teaching.

Strengths in the subject are:

- The quality of teaching and quality of the curriculum and assessment;
- The good progress and response of pupils;
- The very good subject management and the very good quality of resources;
- The high quality of finished work.

103. The planning by teachers is of a very high quality. The interesting projects and the high quality resources provided engage all pupils fully and allow them access to all aspects of the subject. In Years 1 and 2, pupils confidently identify appropriate tools and recognise and can select the correct levers and pivots to construct moving objects. The very good introduction of topics and recapping at the end of a lesson, provided by the staff, enables pupils to quickly begin working on their projects. In one lesson, pupils were enabled to develop their dexterity in constructing fun animals and were very productive because of the high quality support given by the teaching assistants.
104. Pupils continue to make very good progress in Key Stage 2. In Years 5 and 6 they confidently predict how moving parts will respond when placed together. In a lesson where pupils were to build a toy using a cam and an axle, the level of discussion indicated a very good understanding of the design process. This was assisted throughout by skilful interventions from the teacher. In this atmosphere, pupils are confident in selecting materials and processes and they are learning to evaluate their efforts as they progress and as a group at the end of the lesson. However, pupils were less willing to commit ideas to paper.
105. All time is very productively used in these lessons. The activities all take place at a very good pace and the very good subject knowledge of the teaching and support staff assists in ensuring that pupils' interest and high achievement is maintained. This is particularly impressive as none of the staff is a specialist in this subject. As a result, pupils respond very well in these lessons. They try hard throughout and are well able to work productively either in a group or as individuals.
106. The subject leader does an excellent job in managing this subject and contributes very positively to the pupils' achievements.

GEOGRAPHY

107. No lessons were observed in geography during the inspection, since the school operates in a sequence of half-yearly blocks with history and geography is not being studied at the moment. However, the school has addressed the weaknesses identified in the last inspection and the general organisation of the curriculum and the resourcing in the subject are now good. It is not possible to make any overall judgement on teaching.

Strengths in the subject are:

- The well planned curriculum which is appropriately balanced and relevant;
- Good, attractive and practical resources which support effective teaching in the subject.

Areas for improvement are:

- The introduction of an improved assessment scheme for the subject;
- The development of skills of extended writing.

108. Evidence from the co-ordinator's file shows that coverage in the subject is now appropriate. There is a careful curriculum map giving teachers guidance on what areas of the curriculum are to be studied and when. The co-ordinator monitors medium term planning extremely thoroughly, offering

written comments to staff on how it could be developed or improved to fit the overall scheme. Schemes of work are based on the QCA documentation but adapted to meet the needs of the school.

109. There was only very limited work available for scrutiny in Years 1 and 2 but, in Years 3 to 6, pupils showed that they have developed clear ideas about why clean water is important and can draw a comparison between their own environment and that of a village in South India. Pupils' poor standards in literacy prevent them from showing all they know in written exercises.
110. A promising start has been made on collecting evidence of work matching the planned areas of study. This will prove increasingly valuable as the new scheme of work becomes embedded and the school begins to consider how to improve the assessment of geographic skills.
111. The curriculum is enhanced through the use of the local environment to teach mapping skills and encourage observation and knowledge of local features. A Geography Action Week promotes knowledge of countries further afield by the study of different food (e.g. Mexican and Indian) and music, as well as focusing on aspects of life in London and Hillingdon. The subject has made good progress since the last inspection because of the work of the subject leader.

HISTORY

112. Although overall standards are below national expectations, pupils enjoy history throughout the school and make good progress.

Strengths in the subject are:

- The teaching which is always at least satisfactory and often good or very good;
- The well devised curriculum which is planned to avoid repetition and promote the development of historical skills.

Areas for improvement are:

- The introduction of an improved assessment system;
- The use of a greater variety of opportunities to extend skills of writing.

113. In Years 1 and 2, pupils develop an idea of chronology, understanding the concept of old and new, past and present. They can explain the importance of figures such as Florence Nightingale or Mary Seacole. They begin to develop observational skills, looking at pictures and comparing historical and modern toys. The teaching in this key stage is very good, with pupils having ample opportunity to master and consolidate historical vocabulary such as 'past' and 'present'. This is because the teacher sets high expectations and demands that all pupils are fully involved. A lesson seen on Mary Seacole was one of a sequence, where pupils went over her life story again and then reminded themselves of it by putting a series of pictures in order. Adept questioning by the teacher and skilled support from teaching assistants helped pupils to recall the story and remember the new words. Although pupils in this key stage generally have such limited literacy skills that they cannot record anything in writing, teacher-devised worksheets and carefully annotated outcomes in pupils' books make it easy to track what pupils have learned.
114. Good progress in the subject continues in Years 3 to 6, where pupils in Year 3 are motivated by a visit they have made to the local marina and can begin to evaluate why the canal was originally built. A few have some idea of when the construction took place. In Year 4, pupils enjoy learning about the Aztecs, with a few even managing to pronounce or read the difficult names such as Tenochtitlan or Xipe Totec. They work diligently at a task on Aztec religion, showing some awareness of how different it was from religions they know about. The teacher is skilled at ensuring that pupils are all involved in the activity and in repeating the difficult vocabulary so that all have a chance to master it. No lessons were seen at the end of this key stage, but work on display proved that pupils have some factual knowledge of Ancient Greek life and are beginning to be able to compare Greek building and artefacts with those we know today and to speculate on their historical use. Evidence from children's books shows that all teachers are encouraging the development of historical skills as well as increasing pupils' historical knowledge. However, low

standards in literacy prevent pupils from undertaking research tasks and from recording what they know in written format.

115. The co-ordinator has worked hard to produce a curriculum that meets the requirements of mixed-age classes and is now engaged in improving the assessment procedures for the subject. Resources are developing and good use is made of those resources that are available. The subject has made good progress since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

116. By the end of Year 6, the standards of more able pupils match national expectations. For the rest of the pupils standards have improved but are still below national expectations. This good progress, made by pupils of all abilities, is the result of good teaching and the focus on the development of skills.

Strengths in the subject are:

- The good quality resources;
- The good organisation of training of all of the staff;
- The well planned curriculum and the use of ICT across other subject areas.

Areas for development are:

- The extension of the use of Email to communicate with other schools, home and abroad;
- The extension of the use of the Internet to develop research skills.

117. The training programme now being undertaken by staff is proving helpful and effective and has resulted in the increasing use of a range of resources such as scanners, and graphic imagery and, to a lesser extent, the use of Email, and the Internet. Nationally recommended schemes and guidance have been included in the school's curriculum, which ensures a steady progression from mouse control in Year 1 to the use of control technology, simulation and opportunities to use word processing and clip-art to present ideas in Years 5 and 6.
118. Pupils in Years 1 and 2 manage the mouse, moving it across the screen to work an art program, for example when learning about space and drawing robots. They know how to print their work and how to react to programs which expect them to make a response. They enjoy adventure games and are beginning to have an understanding of the way ICT is used in the world around them. They are beginning to use information technology to collect, sort and classify objects and to learn the language of the subject, for example 'CD Rom' and 'database'. By the end of Year 2, pupils consolidate their keyboard skills. For example, in one lesson pupils demonstrated that they can use a simple word processor. They are beginning to type simple words into it and listen to the computer reading their text back to them. During this lesson they progressed to more confident use of word-banks to build sentences. During this key stage, pupils use computer programs for a range of purposes in other areas of the curriculum, for example in the use of databases and graphs in science and notation in music. The very good teaching in Years 1 and 2 ensures that pupils make good progress.
119. In Year 3, pupils extend their knowledge and understanding about the use of a database and learn how to add a record and to search for information. In Year 4, they use this knowledge to sort a database of musical instruments stored on a CD Rom, use a database of 'mini-beasts' and write their own 'decision tree' to develop a database on paper. This good progress is as a result of the teacher's careful planning, good teaching and the good support from the teaching assistants.
120. In Years 5 and 6, pupils progress to search a database on birds to discover which birds live in a marsh and are of a certain size. They are beginning to learn the key phases that will help them search a database more efficiently, for example 'and' or 'same as'. They understand the Internet and how it works and what it can be used for. They show good skills in the use of drop-down menus, the use of icons in drawing and in other packages. They are confident in the printing of work but are less confident in the saving of their work to files. Pupils increasingly use word processors to produce a 'fair copy' and are beginning to use clip-art to enhance presentation. They

develop an understanding of 'modelling' through activities involving the 'floor turtle'. In these year groups, teaching is good and pupils' behaviour is well managed.

121. The scrutiny of their work and the classroom displays show that pupils have used ICT in mathematics to make pie charts and block graphs and clip-art to illustrate repeated patterns. They have used spreadsheets to undertake a survey of the price of a popular drink and, in English, word processing to improve the visual appearance of text by colour, shape and size. Since the completion of the new additional ICT suite, provided by sponsorship, all pupils are beginning to understand the use of Emails and to use the Internet. A new lunchtime Internet club will soon provide pupils with additional experiences.
122. The ICT subject leader has undertaken an audit of the subject and produced a useful development plan. All classes have timetabled ICT lessons and this ensures that pupils develop the necessary skills to use ICT in other subject areas. Each class has a good range of up-to-date machines and all computers have suitable software for the age range within the class and the curriculum to be delivered. The scheme of work has been revised recently and is being well implemented. Progress since the last inspection has been good as all the ICT equipment has been upgraded. Good use has been made of available grants and sponsorship.

MUSIC

123. More able pupils make good progress in music and their standards, at the end of Year 6, match national expectations. The standards of less able pupils, while below national expectations, are also achieved through good progress. The standards identified by the previous inspection have, in the main, been improved. The pupils are successfully taught to exercise their voices and this enables them to sing challenging songs. They sing with great enthusiasm and apply their skills to singing in assembly. Teaching in both key stages is good.

The strengths of the subject are:

- The good singing in classes and assembly;
- The good use of ICT to support pupils' knowledge and understanding of musical notation.

Areas for improvement are:

- The improvement of the assessment of musical skills.

124. By the end of Year 2, most pupils have an idea of tune, can follow a simple rhythm by clapping and have learnt a number of songs. When they sing their favourite songs, such as action songs, they concentrate and make good progress in their use of pitch, pauses and rhythm. For example, in one Year 1 and 2 session, pupils concentrated hard and listened carefully to the music, taking particular care not to clap or play during the pauses. The teacher manages the pupils well by using a lively approach with lots of hand movements and by allowing pupils to use different percussion instruments to stimulate their interest. The CD player was used to good effect to command attention and provide the music. The teacher's and the teaching assistants' very good classroom control, teamwork and good planning all ensure that all pupils make good progress.
125. In Years 5 and 6, all pupils continue to make good progress, particularly in their abilities to listen to sounds, to identify the number of parts being played and to repeat the sound at the same pitch. Good teaching and careful planning ensure that pupils are provided with a range of suitable experiences in all the areas within the National Curriculum. Pupils' progress in listening to music, performing and composition are all planned for. In assembly, some good singing was heard from pupils of all abilities and pupils had learnt the words and the rhythms, sang in pitch and enjoyed their collective achievements. In a Year 3 lesson, pupils listened to various forms of 'drone' and showed good recall of a previous lesson about melody. They enjoyed experimenting with electronic keyboards and chime bars. This lesson was very well supported by the teaching assistants and they ensured that behaviour was well managed and that pupils were kept on task. Good teaching in a Year 5 and 6 class resulted in pupils effectively learning about chords and more able pupils demonstrating that they could recognise a note not only from the stave but also from the pitch. Pupils had gained good knowledge of musical notation through the good use of ICT in previous

lessons. More able pupils also showed good recall of musical terminology, for example broken chords.

126. The school pays good attention to the use of music to enhance cultural development and the songs learnt come from all over the world. Pupils are encouraged to recognise sound and rhythm styles and say which country these come from. The pupils' musical experiences are enhanced by a number of musicians and ensembles and dance troupes who visit the school. Popular amongst the pupils is a percussionist, who makes an annual visit and involves the pupils in playing a wide variety of percussion instruments.
127. The school does not have a specialist music teacher on the staff but all teachers teach music regularly. Progress since the last inspection has been good as a new scheme of work is now in place and is followed carefully by all staff. The assessment of pupils' skills in music is still being developed. The role of the co-ordinator is satisfactory and the resources are generally good. There is a successful mixture of tuned and un-tuned percussion, in addition to a number of keyboards. Music makes a significant contribution to the pupils' academic, personal and social development, particularly in the weekly assembly devoted to singing together and the learning of songs.

PHYSICAL EDUCATION

128. Overall, provision in physical education is good.

Strengths of the subject are:

- Schemes of work are well considered and provide an inclusive curriculum for pupils at each key stage;
- Leadership and management are good and the subject is well co-ordinated, enabling pupils to make progress during their time in the school.

Areas for improvement are:

- The arrangements for monitoring and assessing pupils' progress.

129. During the inspection period, there were only limited opportunities to observe this subject and no gymnastic or games lessons were observed. Judgements are, therefore, based in part on subject documentation, discussions with staff and analysis of schemes of work.
130. In the work observed, by the end of Year 2, pupils have developed control and co-ordination in the basic actions of travelling, jumping, turning and gesture to around the national average, for example in responding to music and expressing moods and feelings. More able pupils can adjust and modify gesture to more complex sequences in dance.
131. By the end of Year 6, pupils of all attainments can compose and control their movements by varying shape, size, direction, speed and continuity. They are aware of, and can perform, dance forms, from different times and places, and can apply their imagination well, for example in a lesson based on the theme of magicians and wizards.
132. Teaching is at least satisfactory. Teachers have a sound knowledge of the subject and can present basic dance sequences clearly and appropriately to pupils with a wide range of attainment. The control and management of pupils within the gym area is effective and pupils are aware of the need to complete warm-up exercises prior to undertaking more challenging tasks. Within tasks such as developing expression, pupils are encouraged to experiment, for example in being fierce and benign creatures. There is a good build up of steps to secure competence in dance, for example in a lesson focusing on the Grand Old Duke of York. Lessons are generally conducted at a good pace and this maintains pupils' interest and involvement.
133. Leadership and management are good. The co-ordinator is relatively new to the post and is reviewing policy effectively and adapting best practice to the specific needs of pupils. Schemes of work are of good quality and enable pupils to access a wide range of activities at each key

134. stage. Competitive games are carefully planned for in liaison with other local schools. This ensures opportunities for pupils to develop wider social skills.
135. There has been satisfactory progress since the last inspection and standards have been maintained, despite the increasingly complex pattern of special educational needs of pupils within each key stage.

RELIGIOUS EDUCATION

136. There is an improvement in organisation of religious education since the last inspection as a result of a revision of the scheme of work and a well co-ordinated approach to this subject. No lessons were seen in Years 1 and 2 and so no judgements on teaching or pupils' attainments can be made. In Years 3 to 6, the teaching is good and, as a consequence, while attainment is below national expectations, all pupils make good progress and achieve well when taking into consideration their learning difficulties.

The strengths in the subject are:

- The good quality of teaching and classroom support in Years 3 to 6;
- The very good wall displays which promote pupils' interest in and awareness of a range of world religions;
- The improving level of resources and their use;
- The effective way the subject supports the students' spiritual and moral development.

Areas for improvement are:

- The extension of writing skills.

137. In Years 1 and 2, pupils are introduced to concepts of taking responsibility for one's own actions and are encouraged to think about how they would behave in a given situation. Pupils are introduced to Judaism and Christianity through stories and celebrations; for example the story of Noah's Ark and the considerations of such questions as "Why do Christians give gifts at Christmas?" They explore and investigate religious buildings and begin to understand that there are different religions. They reflect on their own feelings, for example of joy and sorrow. There is good coverage of the requirements of the locally agreed syllabus.
138. In Years 3 to 6, pupils consider life in the times of Jesus, Christian pilgrimage and the Sikh festivals of Bandi, Chhor and Diwas. They show good respect for other religions and understand that most faiths have a 'special book'. In other lessons pupils gain knowledge about different types of festivals and places of worship and draw comparisons between them. They explore and gain an understanding of prophets as a 'role model' and can recall stories from the Guru Granth Sahib and The Bible. By the end of the key stage, pupils have a good understanding of another religion, its symbolism and the differences and similarities between it and Christianity. All lessons observed had a distinctive religious content.
139. The quality of teaching in Years 3 to 6 is good in the majority of lessons and the work of the teaching assistants makes a major contribution. Teachers challenge pupils to think for themselves and to make personal responses to the matters and issues being discussed. For example in Year 4 and 5 when learning about the story of Ganesh from the book of Hindu scriptures pupils discussed the nature of 'strength and wisdom'. Imaginative teaching strategies stimulate pupils' responses to their work and enrich their understanding. For example, Year 3 pupils designed and made the village of Nazareth using pictures and pupils in Years 5 and 6, when recalling the story of how Jesus calmed the storm, drew faces to illustrate 'fear' and wrote suitable sentences within speech bubbles. Pupils display good factual knowledge of events from the life of Jesus and discuss their significance. They are familiar with different types of religious buildings and can name some of the ceremonies and festivals that are observed there. The overall good quality of teaching results in pupils displaying positive attitudes towards the subject and being keen to engage in discussion of issues.
140. The good quality of the scheme of work, with its clear curriculum map, is derived from the

Hillingdon agreed syllabus and incorporates some units from the QCA scheme. It has a positive effect on pupils' responses and achievements, particularly as it provides opportunities for pupils to reflect and consider religious concepts. Religious education makes a very good contribution to the spiritual and moral development of pupils. The school assemblies are clearly focused on spiritual and moral aspects and add to pupils' understanding of religious concepts. Parts of the PSHE scheme of work make a further contribution to the moral and spiritual development of pupils. Resources are good and very good use is made of display to focus pupils' attention on particular aspects.

PERSONAL, SOCIAL and HEALTH EDUCATION

141. Pupils are making very good progress throughout the school in this subject. The results can be seen, not only in PSHE lessons, but also in other parts of the curriculum and outside lessons. The quality of teaching is very good throughout the school and ensures that all pupils make the progress of which they are capable.

Strengths of the subject are:

- The quality of teaching and teachers' planning;
 - The very good relationships between staff and pupils within lessons and the very good pupils' response within lessons;
 - The very good quality of resources.
142. Standards of achievement are very good throughout the school. All teachers emphasise the importance of this subject through their comprehensive planning and careful management of potentially sensitive subjects within lessons. Pupils quickly become engaged in tasks within the lessons and show impressive ability to make their contribution to activities.
143. In a lesson for Years 1 and 2, pupils learn the importance of physical boundaries using the theme 'hugs that I like and don't like'. The teacher skilfully uses poetry and drama as a method of explaining this. The pupils engage enthusiastically and are keen to show that they have understood. The teacher is very careful to review the major points of the lesson so that pupils are clear about this important issue. In a Year 6 lesson, pupils learn about human development and the process of fertilisation. An appropriate video assists in developing pupils' knowledge and very sensitive questioning by the teacher ensures that pupils are able to engage in this lesson in a mature fashion and at a level where all pupils can gain a good level of understanding.
144. Very good teaching throughout the school ensures that pupils have access to the full content of the PSHE programme. Teachers are skilled at making links between the programme and everyday life so that lessons can become an important part of pupils' personal and social development within and outside school.
145. Pupils' responses in lessons are very good. They listen carefully and try hard to understand the concepts involved even when these are quite challenging. They listen to each other carefully and show respect for the point of view of other pupils.
146. PSHE is very well managed by the subject leader. The quality of learning resources is very good, they are well organised and maintained and effectively used in lessons. No judgement is made on how this subject has improved since the last inspection as it was not reported on.