

# **INSPECTION REPORT**

## **ANDREW EWING JUNIOR INFANT AND NURSERY SCHOOL**

Middlesex

LEA area: Hounslow

Unique reference number: 102513

Headteacher: Miss M Williams

Reporting inspector: Dennis Maxwell  
8798

Dates of inspection: 05 – 08 February 2001

Inspection number: 191982

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



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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior school
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Westbrook Road Heston Hounslow Middlesex
Postcode:	TW5 0NB
Telephone number:	0208 570 9942
Fax number:	0208 570 6692
Appropriate authority:	The governing body
Name of chair of governors:	Gillian Weaver
Date of previous inspection:	10/02/1997



## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
8798	Dennis Maxwell	Registered inspector	Science Music	What sort of school is it?  The schools results and achievements  How well is the school led and managed?
9405	Josephine Philbey	Lay inspector		How well does the school care for its pupils?  How well does the school work in partnership with parents?
27635	Diana Cinamon	Team inspector	Art  Design and technology  Foundation stage	How good are the curricular and other opportunities offered to pupils?
27791	Greg Crawford	Team inspector	Mathematics  Information and communications technology (ICT)  Special educational needs	
23385	Suzanne Gerred	Team inspector	Religious education	Pupils' attitudes, vales and personal development
8696	Abul Maula	Team inspector	English  Physical education  Equal opportunities	How well are pupils taught?
3588	Kuldip Rai	Team inspector	Geography  History  English as an additional language	



The inspection contractor was:

Cambridge Education Associates Ltd  
Demeter House  
Station Road  
Cambridge  
CB1 2RS

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Andrew Ewing Primary school is a large two-form entry community school for pupils aged 3 to 11 years. It is situated centrally in Heston, Hounslow, and provides education for children in the nearby area. There are 451 pupils on roll, of whom 43 attend part-time. There are 18 more girls than boys, with large differences in Years 1, 5 and 6. The neighbourhood is culturally rich, and around 80 per cent of pupils come from ethnic minority groups. Of these 2 per cent are black with a Caribbean heritage and 7 per cent are black with an African heritage. A further 40 per cent are Indian, 18 per cent are Pakistani and many other countries of origin are represented. There are 21 pupils from refugee families. Seventy one per cent of the pupils have English as an additional language, which is a very high proportion relative to national figures. The percentage of pupils entitled to free school meals at 23 per cent, is close to the national average while that for pupils identified as having special educational needs is above average. There is a high turnover of pupils joining and leaving the school. Pupils' attainment on entry is below average. Forty-three pupils in the Nursery were under the age of five at the time of the inspection, and a further 35 pupils in the reception classes.

### **HOW GOOD THE SCHOOL IS**

This is a successful school that has made good improvements since the last inspection through the leadership of the headteacher and the dedication of staff. The school provides a generally stimulating education, notably in Key Stage 2, which enables the pupils to make satisfactory progress, although standards remain below average by Year 6. The headteacher and senior staff provide very good, purposeful leadership that has resulted in thorough and effective improvements in the school as a whole, as well as good improvements to the specific issues identified at the last inspection. The governing body has a clear vision for the development of the school, and provides a very good sense of direction. All staff, which includes the non-teaching staff, give a high level of professional commitment and care that leads to very good relationships and a good sense of purpose through the school. The school fosters good personal development in the pupils, so that they demonstrate good attitudes and behaviour. Teaching is good overall, with strengths in Key Stage 2, and a good approach to the basic skills of literacy and numeracy. The school provides good value for money.

#### **What the school does well**

- The progress made by pupils with English as an additional language and those with special needs is good, supported well by the relevant staff.
- The quality of teaching is good overall, notably at Key Stage 2, resulting in above average attainment in ICT.
- The headteacher provides very good, purposeful leadership, supported well by the governing body and senior staff.
- Parents' views of the school are overwhelmingly supportive: this is a strength of the school.
- Relationships are very good throughout the school. Pupils' attitudes and behaviour are good, helped by the good provision for their personal development.
- All subjects of the curriculum are fully in place, and activities are planned carefully with pupils' needs in mind.
- The provision for pupils' welfare is good; there is always someone available in the medical room to care for pupils who are sick or in distress.

#### **What could be improved**

- Standards in English, mathematics and science are below average.
- Tasks do not always provide a good level of challenge, especially at times for the higher attaining pupils.
- The organisation of the day in the foundation stage is not fully effective and requires a greater emphasis on English and mathematics with more focused teaching.
- The level of attendance is below average, affecting the attainment of those absentee pupils.

*The areas for improvement will form the basis of the governors' action plan.*



## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1997 when it was judged to have several serious weaknesses. The school has made good improvements in the key issues identified during the last inspection through the determined and effective leadership of the headteacher. The teachers have adopted the approach of the National Literacy Strategy so that the teaching of reading and writing skills is carefully structured. The curriculum is planned well, with mostly interesting tasks that are relevant to the pupils' lives. The arrangements for monitoring teaching, which include regular lesson observations by the headteacher and senior staff, are effective in improving the quality of teaching. The headteacher and all staff now have high expectations for pupils' behaviour and standards, and they work hard to make improvements. The trend in standards is above the national trend, although standards remain below average. The school has made good improvements to lesson planning, taking a very positive approach to recent national initiatives in literacy, numeracy and ICT. There are now good procedures for monitoring pupils' academic progress in the core subjects. The governing body is effective in giving strategic direction and support and, with the senior staff, have the capacity to continue the improvements. The quality of information to, and partnership with, parents is very good.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	D	E	D	C
Mathematics	D	E	D	C
Science	D	E	C	B

**Key**

well above average A

above average B

average C

below average D

well below average E

Attainment in English, mathematics and science in the work seen is below average by the end of Key Stage 2. Problem-solving and investigational work in mathematics are aspects to develop further. Investigational work in science is well established, although there is scope for extending pupils' own enquiries. Pupils achieve as expected in relation to their prior attainment by Year 6 through the effective teaching. Standards are at an appropriate level overall and should rise further as skill development is established consistently through the school. The trend in the school's results at Key Stage 2 was above the national trend over the past four years. Progress in ICT is good now that the school has an established ICT suite and standards in ICT are above average by the end of Key Stage 2. Standards in religious education and the other subjects are broadly in line with national expectations. Standards have been maintained or improved in all subjects since the last inspection. The school has set realistic targets for English and mathematics in 2001. Attainment is below average by the end of the foundation stage, but the pupils make steady progress in acquiring language and other basic skills. Progress continues in Key Stage 1, although attainment in the work seen is below average in English, mathematics and science.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils come happily to school and enjoy working with their friends. Pupils throughout the school have good attitudes to their work and the recognition of their efforts helps them to try hard.
Behaviour, in and out of classrooms	The pupils' good behaviour makes a major contribution to their learning. The children are lively around the school with good behaviour.



Personal development and relationships	The pupils form happy relationships. The good classroom management encourages them to work together constructively as they grow up.
Attendance	Attendance last year was below average.

The pupils' good attitudes and behaviour and their positive response all contribute to the effectiveness of their learning and to improving standards. Most pupils enjoy their lessons and want to contribute their ideas. All members of staff provide a high level of perceptive and caring support that helps pupils engage in their activities. Normally there is no inappropriate behaviour, although there are very occasional examples when teaching is less effective. The school council is having a positive effect on pupils' understanding of responsibility. Several children have irregular attendance. The high turnover of children makes the monitoring of attendance difficult to be fully effective.

## TEACHING AND LEARNING

Teaching of pupils:	foundation stage	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Satisfactory	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 is good overall, and has particular strengths in the juniors. Teaching is generally good in the core subjects of English and mathematics. The teaching of literacy and numeracy is good. Teachers give good attention to basic skills such as phonics and mental calculation so that pupils make steady gains in these skills. Teachers use a good range of strategies in promoting pupils' learning, so that they work hard to improve their skills. Many teachers have good questioning skills which they use to good effect in establishing pupils' understanding. The shared planning is effective in supporting teachers to select well chosen tasks that are designed to meet the needs of all pupils. Within the foundation stage the planning for the week is not sufficiently effective, and there are occasions when teachers' subject knowledge is not fully secure in the infants. Ninety seven per cent of teaching was satisfactory or better. Sixteen per cent of teaching was very good. The good or very good teaching accounted for 56 per cent of the lessons seen, and indicates a good standard of teaching overall in the school. Three per cent of teaching was unsatisfactory or poor. Pupils respond well to the good teaching and effective classroom management, and usually complete their tasks.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is well thought out and provides a good range of opportunities for pupils to develop their understanding. The range of extra-curricular activities is less than that found in most primary schools.
Provision for pupils with special educational needs	The school provides well for pupils' learning needs, which are assessed very carefully and handled sensitively.
Provision for pupils with English as an additional language	The pupils receive very good support so that they are able to take part in lessons and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is a good programme of personal, social and health education. The curriculum promotes very good opportunities for pupils to appreciate and value faiths and cultural traditions. Provision for pupils' social development is very good.
How well the school cares for its pupils	Many decisions are made through concern for the pupils' welfare. The headteacher and all staff have created a caring community to help pupils become ready to learn.



The school provides a well-structured curriculum, and is beginning to build useful links between subjects, for example ICT and geography. The thorough planning arrangements cater well for all pupils and support the development of pupils' skills, although current planning means the foundation subjects receive a light touch. The school has very good relationships with parents. The thoughtful care and consideration for all pupils is a strength of the school. There are good procedures in place to ensure pupils' well-being and to monitor their academic performance. Literacy and numeracy are well established and have a positive effect on learning. The pupils benefit from a residential visit, and many visitors are invited in for special events. Opportunities for the pupils to develop an understanding of citizenship are very good through the school council. The school has built up worthwhile links with schools in Portugal and Sweden.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management by the headteacher and key staff are very good. They form a purposeful team who tackle areas for improvement very well.
How well the governors fulfil their responsibilities	The governing body has a good understanding of the school and gives very good strategic direction for the development of the school.
The school's evaluation of its performance	The school has thorough systems for evaluating its performance on a variety of measures. These inform issues for the development plan.
The strategic use of resources	The school uses resources to good effect in lessons to support pupils' learning. The well-designed school library is a very good resource.

The headteacher and senior staff have established many good procedures that help to give a detailed understanding of the strengths and weaknesses in the school's work, and have overcome the serious weaknesses at the time of the previous inspection. Checking the quality of teachers' work is well established and helps target further improvements. The staffing matches the needs of the curriculum satisfactorily and there is a good range of resources. Accommodation is good. The school development plan is focused on improving standards and the school is diligent in considering best value. The school meets statutory requirements in all respects. Specific grants are applied well for the purposes for which they are intended. The school provides good value for 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"> <li>The parents think their children like school and make progress.</li> <li>There is a strong view that the teaching is good.</li> <li>Parents consider the school to be led and managed well.</li> <li>Parents think the school expects the children to work hard.</li> </ul>	<ul style="list-style-type: none"> <li>Several parents do not think behaviour is good.</li> <li>Several parents do not think their children get the right amount of work to do at home.</li> <li>Several parents do not think they are kept well informed about how their children are getting on.</li> <li>Several parents do not think the school works closely with them.</li> </ul>

The inspectors agree with parents' positive views. There are satisfactory arrangements for homework to be given, which usually follow on from a lesson and more work is expected of the older pupils. The headteacher and all staff are available for discussions with parents, including a quick word at the beginning or end of the day. The very great majority of pupils are well-behaved both in lessons and around the school, and they play happily together. The school provides a well-written annual report about each child's progress. Two evenings are set aside each term to allow parents a choice of appointment to discuss their child's work. There are not many extra-curricular activities, but the school arranges for several visitors to come and for children to make visits to places of interest.



## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. Standards in the end of Key Stage 1 national tests for summer 2000 were well below the national average in reading and mathematics and below average in writing. The percentage of pupils gaining the higher level 3 followed the same pattern. In science, using the teachers' assessments, the percentage of pupils gaining Level 2 or Level 3 and above was well below the national average. The performance of boys and girls was similar, although girls have tended to perform less well in mathematics compared to boys.
2. In comparison with schools in similar contexts, having between 20 and 35 per cent free school meals, the percentage of pupils gaining Level 2 and above was below average in reading, average in writing and well below average in mathematics. The proportion of pupils gaining Level 3 was well below average in reading, average in writing and below average in mathematics. In science the performance in comparison with similar schools was below average for Level 2 and above, and well below average for Level 3. Overall, the school's performance in reading was below the average for similar schools, close to the average in writing, and well below average in mathematics.
3. At Key Stage 2, the percentage of pupils gaining Level 4 and above in English was well below average in comparison with the national average; below the average in mathematics and close but just below average in science. The proportion of pupils gaining Level 5 was below average in English and mathematics and close to the national average in science. In comparison with schools which gained similar results at Key Stage 1, the percentage of pupils gaining Level 4 and above was close to the average in English, mathematics and science. The percentage of pupils gaining Level 5 was above the average for these similar schools in English and mathematics, and average in science. When compared with similar schools having between 20 and 35 per cent free school meals, the percentage of pupils gaining Level 4 and above was below average in English but close to the average in mathematics and science. Using the National Curriculum points system, performance overall in English and mathematics was close to the average and in science performance was above average.
4. At Key Stage 1 the trend in the school's standards is close to the national trend over the past four years, although with rather more variation. The percentages of pupils gaining level 2 or above in each of reading, writing and mathematics have all increased since the last inspection. At Key Stage 2 the trend in the school's performance is above the national trend over the past five years. The percentages of pupils gaining Level 4 and above in English and mathematics have increased by close to 50 per cent, and in science the percentage has doubled since the last inspection. This improvement reflects the determination of the headteacher and the thorough planning by all teachers for worthwhile tasks.
5. The school has a high level of turbulence and a large number of pupils with English as an additional language. The school's evidence indicates that where pupils join the school in the infant classes and continue to Year 6 these pupils achieve close to the average in the national tests. Pupils who join the school in later years tend to attain lower scores.
6. The children's attainment on entry to the school in Year R is below average. Attainment is still below average by the end of the foundation stage, but the pupils have made steady progress in acquiring language and other basic skills through mostly well-chosen activities. Attainment by the end of Key Stage 1 in the work seen is below average in English, mathematics and science. Attainment by the end of Key Stage 2 is also below average in English, mathematics and science. Nearly one third of pupils left the school last year and a similar number joined who needed time to settle into the school and adopt its expectations. This regular movement of pupils is having a marked effect on standards. Many of the pupils taking the national tests in Year 6 have experienced a disturbed schooling. In addition nearly three quarters of pupils have English as an additional language, including 17 per cent at an early stage of English language acquisition. Overall, pupils are achieving in line with what is expected in relation to their prior attainment, since the school is putting a well-planned programme of curriculum and language support in place. There are no significant variations in the attainment of pupils in relation to gender, ethnic groups or



background.

7. The school has set carefully considered targets for English and mathematics related to the ability profile of the pupils. These targets, at 71 per cent of pupils in Year 6 to gain Level 4 or above in English and 70 per cent for mathematics, are challenging but the school is on course to meet them or to be close. The careful planning related to the National Literacy Strategy is having a positive effect on standards and is making a positive contribution to pupils' learning. The school is involved in a national monitoring project to monitor the implementation of the National Numeracy Strategy. The strategy and the discussions following monitoring visits are encouraging a more carefully structured approach to teaching mathematics and are helping to raise standards.
8. The quality of teaching in English, mathematics and science is generally better than the quality of pupils' progress and achievements since the pupils start from a very low base of attainment, readiness to learn and personal development. Several pupils make good progress in lessons although progress over time is generally satisfactory.
9. The requirements of pupils with special educational needs are identified early and accurately through good management and clear assessment procedures. The pupils take part in carefully-targeted support so that they make satisfactory progress towards their targets. The school monitors the pupils closely and collects assessments for use in further planning. Pupils receive well-targeted support by the teachers and assistants, and provision overall is good.
10. The provision for children in the foundation stage gives the children an appropriate range of activities so that they make steady progress in all areas of learning. By the time they are five their attainment is improved but is still below that normally expected at this age.
11. Pupils' attainment in speaking and listening is satisfactory throughout the school. Key Stage 1 pupils listen carefully and respond to questions appropriately. Higher attaining pupils can sustain concentration and have started expressing their views. At the end of Key Stage 2, the majority of pupils demonstrate well-developed speaking and listening skills. They contribute to discussion fairly confidently. Reading standards are satisfactory at Key Stage 2, but unsatisfactory at Key Stage 1. Key Stage 1 pupils show a developing awareness of phonics and word attack skills. A minority of higher attainers read fluently and with understanding, responding to plots and characters, and expressing opinions about authors. By the end of Key Stage 2, many pupils demonstrate a developing knowledge and understanding of the content and style of narratives and description. Pupils of all abilities, particularly higher attainers, pay increasing attention to grammar and punctuation.
12. Standards in mathematics and science are below average by the end of both key stages in the work seen. Within the infant years the majority of pupils have developed simple mental calculations and understand that light is necessary to see things. Pupils in Year 2 handled a good variety of materials sensibly to explore their properties. Within the junior years, pupils have acquired more confident recording skills for their calculations. Most pupils in a Year 4 lesson understood that, for example, metal is a poor insulator but a good conductor of heat. Other pupils explained that you cannot normally see air but that you may see evidence of it, for example by the bubbles trapped in, or infused through, different types of soil.
13. Overall standards in art meet those expected for pupils of a similar age but there are gaps in the curriculum provided and therefore in pupils' skills, knowledge and understanding. The Millennium tapestries prepared by all pupils in the school are stunning. Year 3 pupils designed some delightful 'WANTED' posters which are well executed and illustrate features of the characters particularly well, such as a fierce troll. Standards in ICT are above average and pupils use their expertise well to create computer generated pictures, and 'The Snail' by Matisse prompted some graphical modelling. There is good support for literacy as pupils learn to write plans and instructions although the quality of their thinking and ability to express themselves in writing is limited for a number of pupils. Good links are made with ICT when pupils use Power Point to design a sequence to produce a slide show.
14. The attainment of seven-year-olds in geography and that of 11-year-olds in both geography and history is in line with that expected for their ages. In history, pupils in Year 6 demonstrate sound knowledge and understanding of work on the Victorians, the Egyptians, World War 2 and Ancient



Greece. In geography, pupils in Year 6 demonstrate good knowledge and understanding of the effect of local features on the lifestyles of its residents. Pupils demonstrate sound knowledge as they compare and contrast their locality with St Lucia.

15. Pupils are making appropriate gains in musical skills and understanding in both key stages. In a Year 4 lesson the teacher's very good lead and reinforcement of the ground base led the pupils to follow the pattern and maintain it of an ostinato accompaniment. In a Year 6 lesson, the teacher's very good relationships with the pupils motivated them well to take part in creating a rhythm to a backing track.
16. Standards of attainment in physical education are in line with what is expected for the age group in both key stages. By the end of Key Stage 2, pupils perform a range of movement on the floor and mat, demonstrating a fairly well developed spatial awareness and sequencing skills. Forty four pupils in the current Year 6 have won their swimming certificates.
17. By the end of Key Stage 1 and 2, standards in religious education are satisfactory and meet the expectations of the locally agreed syllabus. By the age of seven, pupils have some knowledge of key figures in religion such as Guru Nanak, Muhammad, Abraham and Jesus. They have some knowledge of places of worship such as church, gurdwara, synagogue, mandir and mosque. By the end of Year 6, pupils have a satisfactory knowledge and understanding of the major world religions. For example, pupils are beginning to understand something of the impact of the life and teachings of key figures and begin to relate qualities of leadership to modern day figures like Martin Luther King.

### **Pupils' attitudes, values and personal development**

18. Pupils in the foundation stage make good progress in their personal development. Pupils in Key Stages 1 and 2 have good attitudes to school and are well motivated in their learning. The large majority of pupils are enthusiastic about their work, show interest and enjoyment and settle quickly to tasks. Most pupils try hard and endeavour to do their best. They listen attentively and politely to the teacher and to each other and show good levels of concentration when working individually or in pairs or groups. Pupils work well together to discuss their work and share ideas. Most are keen to participate in question and answer sessions and do so in a sensible and mature way, showing interest and respect for others' views. They respond particularly well to lively and interesting teaching, which challenges their thinking, captivates their interest and moves learning forward at a brisk pace. A good example of this was seen in a Year 5 religious education lesson about the Jewish festival of "Passover", where all pupils were on the edge of their seats with enthusiasm to respond to the teacher's questions. Pupils are keen to collect the rewards, which the school offers them, for good behaviour and work. The attitudes displayed by the overwhelming majority of pupils positively promote learning.
19. Despite a small number of potentially challenging pupils and a small number identified as having emotional and behavioural special needs, behaviour overall is good. Very little inappropriate behaviour was observed during the inspection as the school has introduced good procedures for promoting and checking pupils' behaviour and most teachers have good strategies for managing and controlling pupils' conduct. This represents good improvement since the last inspection, which reported behaviour as a key issue for action. In the small number of lessons, where behaviour is unsatisfactory, it is usually due to insecure classroom management strategies. In a Year 1 mathematics lesson, for instance, inappropriate "calling out" was not managed effectively and this disrupted the learning for the whole class. Outside the classroom, in the playground, when moving to the hall for assembly and when eating their lunch, the behaviour of the vast majority is good. Pupils behave well during break times and they work and play well together at all times. There were two fixed term exclusions during the 1999/2000 school year but there have been none so far in this current year. This is a reflection of the school's positive approach and hard work to improve behaviour management. There is now an ethos of good behaviour within the school that facilitates learning.
20. Relationships are very good, both among pupils and between pupils and adults. Pupils show considerable respect for the values, beliefs and customs of others and this is particularly apparent in the positive way they relate to each other in the majority of lessons and elsewhere. Pupils of all ages socialize well together at playtimes and lunchtimes. For example, a young pupil was



observed to fall over in the playground. Immediately another helped her up and others rushed over and offered to take her to an adult for attention. Racial harmony exists within the school. Pupils are interested and enjoy finding out about the various religious and cultural traditions that are represented in the school and in the wider community. The vast majority of pupils care about others and understand the effect of their own actions. Pupils are confident and relate easily to adults, expressing their opinions readily. They are friendly, helpful and polite. Pupils have many opportunities to take responsibility and to show initiative and their response to these is good. Of particular significance is the pupils' response to caring for others less fortunate than themselves. They frequently initiate fund raising activities such as a "bring and buy" sale, which raised £400 for the people of Kosovo. Members of the School Council, representing all classes in the main school, take their responsibilities seriously and approach them with enthusiasm. Many of the pupils' suggestions, such as the playground "buddy" system, the purchase of playground games and a "politeness week" have been accepted by the staff and governors and have had a positive effect on behaviour and on pupils' confidence and self-esteem.

21. The school's level of attendance is unsatisfactory although there are good procedures to try to improve it. Figures indicate that, although the rate of attendance has risen steadily over the last three years, attendance was well below the national average last year and has been consistently below the national average in recent years. This is as a direct result of a number of pupils taking extended visits to relatives overseas.

## **HOW WELL ARE PUPILS TAUGHT?**

22. Teaching is good overall through the school since good or very good teaching accounted for 55 per cent of the lessons seen. Teaching in the junior classes has particular strengths, although there was also some poor teaching in one class. In the lessons observed, teaching was good in 40 per cent of lessons and very good in 16 per cent. Teaching was satisfactory in 41 per cent of the lessons observed, and 2 per cent was unsatisfactory, while 1 per cent was poor. At the last inspection, teaching was very good only occasionally and there was less good teaching. Now good practice is much more evenly spread across the school and very good lessons were evident in both key stages, and in many subjects areas such as English, mathematics, science, geography, music and religious education. This is highlighted in the breakdown of teaching performance by phase, key stage and subject area.
23. In Key Stage 1, 26 per cent of lessons were good with 7 per cent very good. Fifty-nine per cent of lessons were satisfactory with 7 per cent unsatisfactory. In Key Stage 2, 42 per cent of teaching was good, 25 per cent very good and 32 per cent satisfactory, with one lesson poor. In terms of individual subjects across the key stages, teaching is good in English, mathematics, science, ICT, physical education, art and religious education. Very good teaching was observed in English, mathematics, science, geography, history, music and religious education, nearly all at Key Stage 2. This is a considerable strength and improvement since the last inspection. As well as the commitment by the teachers, the improvements are due to the development and implementation of a teaching and learning policy, the increasingly effective monitoring of teaching and the positive impact of the National Literacy and Numeracy Strategies.
24. There remains, however, some of the less effective practice noted in 1997. The pace in a small number of lessons still lacks urgency, and a few lack challenge. Over time the pupils least well served by this shortcoming are the more able pupils whose progress is restricted by the tendency to focus more effectively on the lower attaining and average pupils.
25. Good subject knowledge is now displayed in much, but not all, of the teaching, notably in English, mathematics, science, geography and religious education in Key Stage 1 and English, mathematics, science, ICT, geography, music, physical education and art in Key Stage 2. Though little teaching in history was seen, the strong impact of teachers' knowledge and enthusiasm is evident in their planning.
26. Most teachers use effective classroom strategies, and this is a particularly strong feature of teaching. This leads to basic skills being well taught, notably in Key Stage 2. Planning for ability grouping is effective, particularly in English, mathematics and science. The best lesson plans are clear about the learning objectives. Some short-term plans are not precise enough about the skills



to be acquired by pupils. As a result, tasks are not always sufficiently well matched to the prior attainment and abilities of pupils of all abilities, particularly the more able. This was observed in both key stages.

27. Good management of pupils is another strong feature of teaching in the majority of lessons. Sensitive management improves behaviour and this helps keep pupils focused on their work. This was highlighted in a Year 5 lesson where the teacher's effective questioning encouraged and maintained a constant level of interest and challenge throughout the lesson. In contrast, occasional lessons in both key stages were insufficiently focused or lacked rigour and pace. As a consequence, pupils' interest waned, rendering learning ineffective.
28. Teachers deploy support staff well. Group and individual support is well-focused and the contributions of the support staff are effective in helping to meet the learning needs of all pupils, including those with special needs and English as an additional language. The well-established partnership between class teachers and support staff adds significantly to the quality of teaching and learning throughout the school.
29. Effective use of resources is often integral to effective teaching. It clarifies lesson objectives and enables pupils to complete tasks. The use of an overhead projector in a literacy lesson, for example, enabled Year 6 pupils to identify some clues in the text which facilitated their understanding of its structure.
30. In most classes homework is used to support pupils' learning. Pupils in both key stages are actively encouraged to take books home. Home reading contributes to many pupils' becoming confident readers. Homework in geography and history effectively underpins pupils' work in lessons; for example, topics are well supported by information that pupils are expected to gain for themselves at home.
31. Overall, the good quality of teaching has a positive impact on pupils' learning. Most pupils respond well to the teaching they receive and appreciate the commitment of their teachers. The majority of pupils concentrate and show high levels of motivation. They are increasingly aware of what they know and what they need to know which is considerably helped by the involvement of pupils in their own target setting. In lessons, pupils are cooperative and most take responsibility for their work, given the opportunity. However, opportunities for pupils to do their own research are not frequent enough. Nevertheless, most teachers generate in their classrooms an environment of enjoyment and industry, using on-going assessment.

## **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?**

32. There has been good improvement in the curriculum since the previous inspection as result of a clear strategy for curriculum development, good leadership and team work. This is having a positive impact on standards. Policies are either fully in place, having been endorsed by the governing body, or are in draft form and due to go through this process. Curriculum planning has been reorganised to incorporate new national guidance and the specific needs of the school. This provides suitable coverage of subjects, continuity of experience and guidance for an effective approach to learning. Different levels of attainment are generally provided for but could be more sharply focused when teachers plan tasks. There are also specific measures to raise standards by providing additional time for writing and booster classes. Effective measures to review the curriculum enable subject managers to monitor and observe teaching in their area of responsibility.
33. In general, learning opportunities are satisfactory for the foundation stage but there is not enough progression in the curriculum to increase the pace of learning as children get older or enough challenge for those with higher attainment. A good start has been made on adapting the curriculum to the requirements of the new foundation stage. In the planning of the timetable, there are too few opportunities for children in reception classes to develop literacy and numeracy skills to enable a larger proportion to reach the early learning goals for children of this age. Neither does the organisation of the day include sufficient teaching of the learning intentions outlined in the planning of other areas of the curriculum.



34. All areas of the statutory curriculum are well in place and the school meets the requirements of the arrangements made for collective worship. There is better quality of learning in Key Stage 2 than in Key Stage 1 as a result of stronger leadership of the team leaders in that phase. An appropriate emphasis on English and Mathematics ensures that pupils receive a solid grounding in these subjects and the National Literacy and Numeracy Strategies have been effectively implemented especially at Key Stage 2. This is having a positive impact on pupils' skills, for example in applying numeracy in science and across the curriculum. As yet, the improvements in these subjects and in science have not been reflected in the national test results. There is a good emphasis on ICT which is well integrated into the curriculum. Other subjects are taught appropriately. Teachers set homework in support of their day-to-day classwork. Personal, social and health education is planned into the curriculum. Training for staff and a scheme of work ensure this area of development is well provided for.
35. Provision for special educational needs is good throughout the school. Overall, equality of opportunity is good and efforts are made to ensure that pupils are included in all aspects of the curriculum with relevant tasks. Where additional provision to support learning needs is arranged, the school is careful to limit the effects of missing any class activities. Care and concern for pupils with special needs and those who speak English as an additional language is particularly good. The school provides interpreters for parents when required and has a very positive attitude to pupils' home language.
36. The curriculum is enhanced by a good programme of visits out of school and visitors to the school. Good links with the community are forged when pupils sing at the local senior citizens' club. A governor helps to facilitate visits to Heathrow Airport. Representatives from the Sikh community help pupils with celebrations and the local curate talks to pupils about Christian festivals. While the curriculum is rich in cultural diversity and a good number of visitors come to the school for a range of topics, the school runs fewer out of school clubs and activities than most primary schools. There are sports teams who compete with other schools and there is a supervised computer facility at lunchtimes for those pupils who have no computer at home. There is a reading club once a month for parents and children who speak English as an additional language and the intention is to spread this to all families. The Reading is Fundamental scheme (RIF) provides a book borrowing facility for parents in the parent/toddler group.
37. The provision for personal, social and health education is good. Considerable care is taken over pupils' individual development while sex education and drugs awareness are provided within the school and by outside agencies. As part of a programme for junior citizens the police run very lively events to alert pupils to the safety hazards of fires and electrified railways. The Salamander theatre group focuses on issues such as drugs and bullying.
38. The school has good links with secondary schools to ensure smooth transition of pupils when they leave, while the toddler club organised by the school makes entry easier for children. Members of staff have established good practice by making home visits for children starting nursery and reception classes. Links with other schools and educational institutions have a positive impact on the work of the school. A number of students from training colleges have placements in the school. Members of staff join other teachers for training purposes and to discuss relevant issues.
39. The school places a strong emphasis on developing pupils' spiritual, moral, social and cultural awareness, which it does successfully. Since the previous inspection, it has improved the provision for spiritual and social development and maintained the strengths found in moral and cultural development.
40. Provision for spiritual development is good. The school values the multi-faith and multi-cultural composition of its pupils and through all aspects of its work encourages pupils to recognise, value and respect the beliefs and customs of others. Through lessons in religious education and personal and social education pupils gain knowledge of religious beliefs and practices different from their own and are given opportunities to explore their own and others' feelings. Opportunities are provided, within assemblies and acts of collective worship, for pupils to appreciate festivals from major religions such as Christmas, Divali, Hannukah, Guru Nanak's birthday and Eid. Pupils are given time for stillness and for silent reflection about such things as feelings, peace, memories, sharing and prayer. Pupils demonstrate, through their desire to collect for charities, a



strong sense of spiritual awareness of the suffering and hardship of others. However, some opportunities are missed to foster a sense of amazement and curiosity in the beauty and mystery of the world in lessons such as art, science and music because they are not specifically planned into the curriculum.

41. The school's provision for moral development is good, as was the case in the previous inspection. There are clear expectations of high standards of behaviour and pupils undoubtedly know the difference between right and wrong. This is reflected in the good behaviour of pupils both in and around the school. Acceptable conduct is supported by the school's positively framed code of conduct, which is displayed prominently around the school and in classrooms. A constructive system of rewards and sanctions underpins the rules for behaviour. The staff provides good role models for pupils in how people should behave towards one another. Good behaviour and good qualities are rewarded through "appreciation assemblies", where certificates and prizes are presented. Pupils from the earliest years have a clear understanding of right and wrong, at levels appropriate to their ages, and all but a small minority, understand that there is a need to respect the rights of others and to behave well. Within the school's planned programme of personal, health and social education moral issues are taught and are also discussed as they arise.
42. Provision for pupils' social development is very good. In lessons across a range of subjects, pupils are given opportunities to work together, to co-operate and share their ideas in pairs and groups. Pupils are encouraged to take responsibility in a variety of ways. These opportunities increase progressively as the pupils move up through the school. They may become "buddies", who befriend and look after new or lonely pupils in the playground or undertake a variety of jobs around the school. Pupils are given opportunities to show initiative, for example, in organising fund-raising events to support global disasters and in designing an environmental area. Pupils have the opportunity to develop an understanding of community and citizenship by participating in environmental and health education projects and by support for the elderly, such as at Harvest time by delivering gifts within the local community. A very good feature of the school's provision for personal development and social education is the School Council, which enables pupils to gain an understanding of democracy and to take some responsibility for what happens in their school. Through effective support from staff and governors, pupils learn about the election process, how meetings are organised and how records are kept. Older pupils learn how to prepare an election speech, which also supports their development and understanding of persuasive language.
43. Provision for pupils' cultural development is good. The school is particularly successful in promoting the cultural traditions of its own area as well as preparing pupils for the wider world. Opportunities are provided in assemblies and religious education lessons for pupils to appreciate festivals, celebrations and traditions such as the Chinese New Year. Pupils are made aware of something of the culture of this country by visits to museums and art galleries and through involvement in local events, such as the choir's participation in the Heston Community Festival. Use is made of visitors, including parents, ministers of religions and theatre groups to widen pupils' understanding of the multi-cultural nature of British society. The curriculum is further enriched by a residential visit for pupils in Year 6 to the Isle of Wight and 100 pupils visited the Millennium Dome last year. However, more could be done to foster pupils' cultural awareness through subjects such as art and music in order to help pupils appreciate the range of styles from different times and places across the world.

### **English as an Additional Language (EAL)**

44. Over 68 per cent of pupils in the school have English as an additional language (EAL). A small proportion of them is targeted for intensive specialist support by the Ethnic Minority and Traveller Achievement Grant (EMTAG) staff. However, the amount and type of support pupils receive depends on their needs, with the beginners in English receiving more regular teaching in an induction programme, and some younger pupils getting bilingual support. Overall, the mainstream and EMTAG staff make good provision for pupils learning EAL which enables them to make good progress.
45. Pupils targeted for intensive support are mostly taught on a withdrawal basis outside the mainstream classroom. The quality of this support is good overall, with teaching in withdrawal groups being closely related to on-going work in the pupils' classes. The EMTAG teachers plan



their lessons well, highlighting vocabulary, linguistic structures and functions to be taught. They cover the same work which is followed by pupils in their classes by choosing simpler materials and providing enhanced opportunities for speaking and listening. In a small group lesson on teaching 'rhyme' and 'rhythm' to Year 5 pupils, the teacher selected a simpler poem than the one followed by the class and helped the pupils to understand the poem and these poetic devices through good use of pictures, voice, and gestures. Similarly, a teacher helped a beginners' group successfully to use a 'model' letter with some blanks in it to write their own letters. Class teachers provide good support to pupils learning English as an additional language. They generally explain new ideas in a way that makes sense to pupils.

46. The attitudes of pupils with EAL to school and learning are good. They are well integrated into the life of the school, and generally respond well in lessons. Pupils behave well, and their relationships with other pupils and adults are very good.
47. There are good arrangements for assessing the progress of learners of EAL, with EMTAG staff and class teachers liaising with each other effectively. Pupils' attainment is assessed regularly, and records of their progress are kept. Their records also include information on their backgrounds, stages of English, and an analysis of their on-going needs in relation to developing their speaking and listening, reading and writing skills, and the strategies to support them. Assessment information is used well to plan lessons, and to identify pupils who need additional support as well as those who do not require it any longer. There is a good range of resources to support learners of EAL. The linguistic diversity within the school is celebrated well through notices, captions and resources in different languages. The school has established good links with parents who often help with aspects of the curriculum, particularly during festivals. These links have been strengthened further by the provision for the English class for parents. The arrangements for the management of EAL are good, with EMTAG staff being effectively deployed. Their work is jointly monitored by the school and the head of Hounslow Language Service. The provision for in-service training is good. However, with most teaching taking place on a withdrawal basis, opportunities for EMTAG teachers providing role models of language teaching to mainstream staff are reduced. Furthermore, pupils sometimes miss access to aspects of the curriculum.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

48. The school's arrangements for promoting the welfare, health and safety of the pupils are good and have been maintained and in some aspects improved since the last inspection. The school provides a secure environment that has a warm and friendly atmosphere, and pupils are happy to attend. Relationships between pupils and staff are very good and pupils turn readily and with confidence to their teachers, classroom assistants and lunchtime supervisors for help and guidance when needed. Children entering the school for the first time are sensitively introduced into school life and this is greatly appreciated by the parents.
49. The headteacher is the member of staff responsible for child protection, supported by the school's special educational needs co-ordinator. Both members of staff have been fully trained. Effective routines and procedures have been developed to ensure that all members of staff are aware of child protection issues. A health and safety risk assessment is carried out regularly by the governors and deputy headteacher. The site manager ensures that the school building and grounds are clean and safe. There are appropriate policies to support health and safety. A welfare assistant is available throughout the school day and great care is taken to ensure the medical wellbeing of the pupils, who know they will be well looked after if they should feel unwell. Lunchtime assistants are caring and supportive. A number of pupils attend the After School Club and on the week of inspection were seen having tea, playing organised games and using the computer. The school's caring approach helps to create a safe environment in which the pupils feel valued and confident.
50. The school's procedures for monitoring and promoting appropriate standards of behaviour are good. Examples of positive behaviour are praised during lesson time and this works well. Pupils are given stickers, stars or points for good work or behaviour and special achievements are recognised at the Appreciation Assembly when certificates are presented to individual pupils. There are good procedures in place to deal with poor behaviour although a minority of teachers do not always implement these measures to ensure that lessons are not disturbed through



unacceptable behaviour. The deputy headteacher has taken a very positive lead in addressing incidents of bullying. Pupils and parents agree that if bullying occurs the deputy headteacher and all staff deal with the problem quickly and effectively.

51. The school's procedures for monitoring and improving attendance are good. The headteacher is aware that attendance levels are unsatisfactory. She is working hard to improve percentages and together with the school secretary monitors unauthorised absences carefully. The school has been very positive in ensuring that parents are well aware of their relevant responsibilities. Parents are asked to complete a holiday leave of absence form giving specific dates of return. Some parents, however, are not always returning their children to school within the agreed authorised time. The school removes pupils from the register after a four-week absence. Whilst most pupils arrive at school on time, there are still a number of parents who do not ensure that their children are punctual. The school monitors latecomers and parents are contacted when necessary.
52. At the time of the previous inspection, assessment had been identified by the school as an area for review. Since then, significant progress has been made and assessment is good now. The policies for marking and assessment provide good advice to teachers on different aspects of assessment. Their implementation is monitored through classroom observations and looking at samples of pupils' work. In lessons, teachers make good use of questions to assess pupils' understanding and knowledge, and build on their prior knowledge. Pupils' work is regularly marked, although there are variations in the quality of marking. Where marking is good, teachers give detailed comments on the quality of pupils' work, and sometimes on how to improve it. However, marking quite often consists of putting ticks and crosses on pupils' work to inform them whether they have carried out a piece of work correctly or not.
53. The school has developed a good system for keeping an overview of pupils' progress by looking at samples of individual pupils' work which are assessed in relation to the National Curriculum levels, although this happens more in relation to English, mathematics, science and information and communication technology than other subjects. Foundation subjects are assessed at the end of each topic, using expectations in the schemes of work produced by the Qualifications and Curriculum Authority. There are yet no formal procedures for the assessment of religious education. The school is aware of this weakness and is in the process of addressing it. The school works well as a team to bring about consistency in assessment, and fulfils the requirement of statutory tests and assessments at the end of Key Stages 1 and 2. In addition, optional tests are used in Years 3, 4 and 5.
54. The school makes good provision for the pupils' personal development. The school is waiting for a scheme of work for religious education from the Local Standing Committee. The ICT co-ordinator and a classroom assistant have helped raise standards in ICT significantly and improve the teachers' personal confidence, but the skills gained in IT lessons are not used yet to best effect in all subjects.
55. The provision for assessment to inform curriculum planning is very effective. Assessment data are carefully analysed in relation to gender, ethnicity, special educational needs, and English as additional language. Assessment information is used well to keep track of pupils' progress and to establish whole school, group and where appropriate individual targets. Assessment information is also used effectively to identify and target areas of weakness in the curriculum or pupils who would benefit from additional support. For example, extended writing has been identified as an area of development and the school is working successfully with the local education authority's literacy consultant in Years 3 and 4 to improve it.
56. The arrangements for the assessment of pupils learning English as an additional language are good. Their attainment is assessed regularly, and records of their progress are kept. Records on individual pupils also include information on their backgrounds, stages of English, and an analysis of their on-going needs in relation to developing their speaking and listening, reading and writing skills and the strategies to support them. Assessment information is used well to plan lessons, and to identify pupils who need additional support as well as those who do not require it any longer.
57. Monitoring of pupil's progress is good with teachers keeping mark books to record pupils' progress particularly in English and numeracy. Samples of pupils' work are collected. Group and reading



targets enable pupils to understand what they need to do to improve their work and progress. Emphasis is given to supporting pupils' personal development and class teachers know their pupils very well. Personal, social and health education is timetabled into the curriculum and class discussion times are used well to raise the self-esteem and confidence of pupils. Homework is regularly set and completed in all classes.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

58. The parents have a very good view of the school. The partnership with parents is good overall and has improved significantly since the last inspection. Parents hold the school in high regard and report that their children come happily to school each day and enjoy their lessons. They appreciate the commitment of the headteacher and her staff and what the school seeks to achieve for their children.
59. The building of good relationships between parents and the school begin before their children start school. The school offers home visits for intending parents of both nursery and reception children, when parents can ask questions and are given an information leaflet. School visits and meetings follow and their children are introduced to life in the nursery.
60. The quality of information provided for parents is very good. The school's prospectus and governor's report to parents are clearly written for all to understand. The school ensures that translations can be made available to help many parents who cannot communicate in English. Parents are most appreciative of the weekly newsletters that give information on school events, activities and topics. At half term parents are sent curriculum information through a detailed fact sheet advising them of what their children will be learning in the classrooms and how they can help at home.
61. Parents have the opportunity to find out about their children's progress at termly consultation evenings and discuss with class teachers specific targets for the next term. They receive clear and informative annual reports that give detailed information on the progress their children are making in all subjects and report individual targets for the future. Parents who responded to the questionnaire and those interviewed during inspection week were confident that if they had a concern the staff would welcome them into school for discussion. The headteacher ensures that all concerns are officially logged and action is taken immediately. The deputy headteacher is in the playground before school starts each morning so that parents can approach him informally.
62. Parents are actively encouraged to be involved in the life of the school. Most parents have signed the home/school agreement. Parents are encouraged to read with their children at home and sign the homework diary. These diaries may also be used as a communication link between home and school. Parents are invited into school regularly for special assemblies, concerts and curriculum events such as science week. A few parents and volunteers help in the classrooms with activities such as cooking and French. The school is appreciative of the parents who act as translators within school and others who regularly assist with any school fundraising activities. The school tries hard to help those parents who are trying to cope with the English language. Twice weekly these parents are invited into school to practise the language with the help of an experienced language tutor. The school also hosts a toddler's group.
63. Several parents who returned their questionnaires were concerned at the lack of extra-curricular activities for their children. This inspection finds that extra-curricular activities are limited and parents' concerns are justified. The school does provide after school football throughout the year and netball and cricket practice during the summer months. However for pupils not interested in sport, after school activities are sparse.



## HOW WELL IS THE SCHOOL LED AND MANAGED?

64. The school has made good improvement since the last inspection under the determined and capable leadership of the headteacher. The last inspection identified serious weaknesses in the school since the teaching of reading and writing needed attention, the curriculum was unstructured, teaching was inconsistent and expectations were not high enough. The key issues have been addressed energetically. The headteacher has been fully supported by the governing body and senior staff so that changes have been managed well and staff supported through good professional development. The school meets statutory requirements in all respects.
65. The headteacher has very good qualities of leadership for the management of change which she uses to very good effect in setting a clear direction and promoting good standards. She provides strong, effective leadership, and with the positive support of all staff there is a good sense of purpose for the development of the school. The school has become involved successfully with several local and national initiatives, such as the National Grid for Learning and the Healthy Schools Project, which are having a positive effect on standards. Since the last inspection the headteacher and governing body have taken several decisions to promote their vision of a quality education for the pupils. These include adopting national guidance for planning the curriculum and introducing effective arrangements for lesson observations.
66. These measures have helped to raise teachers' expectations for attainment and progress. There are good procedures for lesson planning and checks by coordinators on progression for pupils' learning. The school has thorough systems for assessment and analysis in the core subjects in order to monitor progress, and in the foundation subjects record sheets are completed half-termly to note pupils' progress. The procedures provide a good tool for checking individual pupils' progress as well as for making predictions and setting cohort targets. The subject coordinators have appropriate monitoring procedures, such as checking lesson planning and work sampling. The focus of lesson observations by subject coordinators has rightly been on the core subjects, and the ensuing discussions have been productive. The governing body is developing links with subject co-ordinators to help them to monitor the curriculum and developments. The co-ordinators manage their subjects well overall, each having a clear action plan that is supported by the deputy headteacher.
67. The headteacher has a good understanding of all aspects of the school through everyday contacts as well as formal monitoring procedures. She has helped to motivate staff through her positive style as well as by taking firm action when necessary. Performance management is in place and this is helping to define further improvements. The headteacher manages teacher release time well to enable co-ordinators to evaluate their subjects in line with the targets in the development plans.
68. Members of the senior management team meet regularly and have a good understanding of current school needs. They have contributed to preparing the behaviour policy which is now a successful part of the school's routines. They give effective support for planned improvements and help to identify where staff need further training. Staff professional development is planned very well to match school priorities.
69. The process of development planning is very good so that those responsible are made to be accountable for improvements. The headteacher and governing body check the progress of agreed priorities through the year carefully and evaluate the effectiveness of their spending decisions through seeing the improvements in action. For example the new library has changed the access to information and other texts, and its use has been seen by governors. The headteacher and governing body work together well and are clear about the strategic management of the school. The governing body is strongly committed to the school and many members make focused visits to help their understanding of strengths and weaknesses. The governing body fulfils its statutory duties well and has good procedures to monitor spending through regular checks of outturn statements. Specific grants are applied well for the purposes for which they are intended.
70. The school has arranged a determination for collective worship and the governors ensure that the school provides daily opportunities for pupils to pray or reflect on their beliefs and experiences. The school ensures that all pupils, including those with English as an additional language and those with special needs, should have equal access to all activities by making careful



arrangements for group withdrawal. The statutory requirements related to child protection are fully in place. Health and safety is a high priority and receives good attention.

71. The qualifications and experience of the teaching and support staff are good. Teachers have appropriate job descriptions and the staffing structure is good. Newly qualified teachers have good mentoring support. Learning support assistants work well in partnership with the teachers and make a very positive contribution to pupils' learning. The school receives good support from the school secretaries to keep the school running smoothly. The site manager and all support staff contribute to the good community ethos of the school. The school ensures that staff attend regular training sessions.
72. The accommodation provided by the school is good overall. The school has useful practical areas adjacent to several class bays, and other small spaces that are used for group work. The adaptation of one central area into a library has been very successful. The well-designed partitions enclosing class bays that were previously open are helpful in stopping noise intrusion that has been a problem, and allowing quiet class discussions. The school building is in good condition internally and the attractive decoration is significantly enhanced by interesting displays of pupils' work. The hall is of a fair size. The school's external facilities are adequate, with playground space cramped in the winter months although a grassed area is available in dry weather. The nursery accommodation is adequate, but the play area is in poor condition, and being separate from the main building prevents the many easy contacts the school wants. Adjacent to the main playground is a recently acquired wildlife area that the school intends to develop for science and environmental activities.
73. The quality and range of learning resources are good overall, particularly for English, mathematics, ICT and music. They are organised well for easy access and use, and are being extended in line with resourcing the planned curriculum. The school makes a few outside visits and invites visitors into school for special events such as African drummers or to support topics. The computer suite is good and is beginning to make a positive contribution to the teaching and learning of information technology. Special educational needs provision is efficiently managed and organised by the co-ordinator.
74. The school adds value educationally from the Nursery to Year 6, with steady progress and a good choice of tasks. The income and expenditure for the school are average for a London borough. Planning for the efficient expenditure of the budget is good, and budgets are targeted towards the priorities of the school to ensure financially prudent spending. Internal procedures are good. The school extends pupils' understanding by helping them to become ready to learn, and thus have a good quality of learning. The overall effectiveness of the school is good, and it gives good value for money.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

75. In order to improve the quality of learning for all pupils equally, and to raise standards, the governing body, headteacher and staff should:
  - a) raise standards in English, mathematics and science by (Paragraphs 1, 2, 3, 6, 25, 32, 34, 95, 100, 102, 108, 109, 110, 112) :
    - 1) continuing to adapt national guidance to the specific needs of the children in the school;
    - 2) developing the good practice already established for the literacy hours in support of texts and work across the curriculum;
    - 3) making further use of opportunities to use literacy skills across the curriculum, including extended writing;
    - 4) providing in-service training with a focus on subject knowledge and teaching methods;
    - 5) ensuring that practical and investigational methods are included in the approach to learning mathematics and science.
  - b) Ensure that tasks are planned to provide a good level of challenge, particularly for the higher attaining pupils, by (Paragraphs 26, 78, 101, 94, 110) :



- 1) including tasks at different levels of difficulty in the planning;
  - 2) including some specific learning objectives for higher attaining pupils in lesson planning rather than always having the same learning intention for all pupils;
  - 3) managing lessons to allow focused time for group work, including the higher attaining pupils;
  - 4) extending the use and range of questioning skills to encourage reasoning and explanations.
- c) review the organisation of the day in reception classes to give a greater emphasis to focused teaching throughout the day, and to ensure a balanced approach to aspects of language and mathematical experience. (Paragraph 78)
- d) Continue to build the partnership with parents, and emphasise the value to pupils of regular attendance so that attainment improves. (Paragraphs 51, 62, 63)



## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	100
Number of discussions with staff, governors, other adults and pupils	28

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	16	40	41	2	1	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	43	408
Number of full-time pupils known to be eligible for free school meals	0	98

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	2	146

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	304

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	126
Pupils who left the school other than at the usual time of leaving	122

### Attendance

#### Authorised absence

	%
School data	7.1
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.7
National comparative data	0.5

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	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	37	32	69

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27	29	32
	Girls	25	27	21
	Total	52	56	53
Percentage of pupils at NC level 2 or above	School	75 (62)	81 (68)	77 (81)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	29	33	31
	Girls	26	22	26
	Total	55	55	57
Percentage of pupils at NC level 2 or above	School	80 (64)	80 (70)	83 (70)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	38	21	59

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	25	31
	Girls	12	15	17
	Total	38	40	50
Percentage of pupils at NC level 4 or above	School	64 (49)	68 (49)	85 (54)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	22	28
	Girls	12	13	12
	Total	37	35	42
Percentage of pupils at NC level 4 or above	School	63 (51)	63 (44)	71 (49)
	National	70 (68)	72 (69)	80 (75)

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



### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	6
Black – African heritage	25
Black – other	3
Indian	138
Pakistani	64
Bangladeshi	1
Chinese	1
White	83
Any other minority ethnic group	24

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

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

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	18.9
Number of pupils per qualified teacher	29.6
Average class size	29.1

#### **Education support staff: YR – Y6**

Total number of education support staff	10.0
Total aggregate hours worked per week	113

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	22.0

Total number of education support staff	2.0
Total aggregate hours worked per week	35

Number of pupils per FTE adult	7.3
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999
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	£
Total income	944450
Total expenditure	924928
Expenditure per pupil	2112
Balance brought forward from previous year	38838
Balance carried forward to next year	58360



## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out

430

Number of questionnaires returned

45

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	24	2	0	0
My child is making good progress in school.	47	47	4	0	2
Behaviour in the school is good.	58	29	9	2	2
My child gets the right amount of work to do at home.	41	39	16	2	2
The teaching is good.	47	47	4	0	2
I am kept well informed about how my child is getting on.	44	42	13	0	0
I would feel comfortable about approaching the school with questions or a problem.	73	18	7	2	0
The school expects my child to work hard and achieve his or her best.	56	36	4	2	2
The school works closely with parents.	53	33	13	0	0
The school is well led and managed.	62	27	2	2	7
The school is helping my child become mature and responsible.	44	42	9	0	4
The school provides an interesting range of activities outside lessons.	36	24	27	0	13



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

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

76. When children start in the nursery there is a wide difference in their development. Although a minority have attainment that is a little above that for their age, many children enter the reception classes with underdeveloped skills in language, literacy and mathematics. This is confirmed by the initial assessments that are conducted early in the school year. By the end of their time in the reception class a minority of the children achieve well and attain the early learning goals in all areas of the foundation stage but the majority are not expected to reach the goals for language and literacy, mathematics, knowledge and understanding. Most should reach the goals for physical development, personal, social and emotional development and creativity.
77. The children's introduction to school is helped by a well-planned induction. They become familiar with school life through the toddler club and teachers make home visits. Nursery children know the reception teachers and have a smooth transition into full-time school. Parents are welcomed and have good relationships with teachers, showing that they feel able to discuss any problems that arise.
78. In general, learning opportunities are satisfactory for the foundation stage but there is not enough progression in the curriculum to increase the pace of learning as children get older or enough challenge for those with higher attainment. A good start has been made on adapting the curriculum to the requirements of the new foundation stage. Teachers are well able to teach the various aspects and the quality of teaching is always satisfactory and quite often good, maintaining the position at the last inspection. However in the planning of the timetable, there are too few opportunities for children in reception classes to develop literacy and numeracy skills to enable a larger proportion to reach the early learning goals for children of this age. Neither does the organisation of the day include sufficient teaching of the learning intentions outlined in the planning of other areas of the curriculum.

#### **Personal, Social and Emotional Development**

79. The children make good progress in the nursery in learning to play together, maintaining the position of the last inspection. A group of children co-operates to wash clothes and hang them on the line. Members of staff encourage children to be independent and they settle well to practical activities and show an interest in them. The children behave well, although a few boys have to be reminded to sit still when together as a whole group. Some are quite confident, several are willing to sing on their own to the other children. Children enjoy tidying up and are encouraged to have good manners at milk time.
80. Good relationships with the children continue in reception classes who show that they feel confident and are making progress in learning to work and play co-operatively. Consequently children are expected to reach the goals for this area of learning by the time they reach the end of the foundation stage. The children understand the routines of the classes and enjoy responsibilities such as taking the register to the office and helping tidy up. One takes the initiative in sweeping up the sand and is praised for her efforts. The children are encouraged to be independent in selecting activities from the range of activities on offer. However, there is less emphasis on encouraging independence in other areas of learning such as writing or mathematics which are usually supervised by adults. Behaviour is usually good and teachers successfully help those with difficulties or who are new to schooling to adapt to routines and appropriate ways to behave. Support staff often assist by translating for children new to English to be sure they understand what is required. Teachers make a consistent effort to learn a few words of Punjabi for instance to show value for children's languages.

#### **Communication, Language and Literacy**

81. In the nursery, children's language skills are developed in all activities through the emphasis of the good teaching. Children listen attentively to teachers at story time. For example, a lively telling of 'Mrs Mopple's Washing Line' complete with line and clothes held their attention and enabled the children to understand the story. The children enjoy listening to stories and are encouraged to



select and handle books correctly. When they sit in a circle for group activities about a third of the children speak confidently but some make little contribution. Good use is made of support staff to reinforce teaching points and to support the learning and language of children who are speaking English as an additional language. Children very new to English enjoy a story about a brown bear, gaining experience in story language and learning the names of animals and colours although they are not yet able to join in the repetitive refrain. Children are also learning the sounds of letters starting with their names which has the advantage of being meaningful to them, but the emphasis on capitals is less helpful for the next stage of learning. There is good encouragement for children to write their own names and a shop and post office play area encourage writing.

82. Despite making progress in the reception class the majority of children are not expected to reach the early learning goals for this area, indicating lower standards for these pupils than was found during the last inspection. There is a marked difference, particularly amongst the higher attaining children, in their achievement in reading and writing. Despite very lively teaching of phonics when children learn actions and sounds simultaneously there is little evidence that children use what they have learned to write simple words or to try more complex ones. There is insufficient opportunity for children to try to write independently and no systems in the class to help them such as word banks or key vocabulary prompts. They copy over and under adult writing and practise forming letters. No shared writing was observed to provide children with models of how to proceed. Although stories are read to help children sequence events, big books were not seen to help them focus on a text so they can become familiar with the conventions of print. Guided reading in groups is well established and is having a positive impact. Children with average and above average attainment read appropriately for their age but many children still have hazy ideas about print, telling the story but not trying to match up written and spoken language. All staff take the opportunity to assess children's achievements but this is not used sufficiently to plan more challenging work for those children who would benefit.

### **Mathematics**

83. Nursery children are given opportunities to learn mathematics by sorting bricks, matching lotto cards and washing clothes when they learn to compare longer clothes with shorter. The teacher reinforces this by getting the children to choose longer or shorter straws to drink their milk. Most follow the teacher in counting up to ten and in clapping three times to match the number of candles on a fairy cake. A few reliably hold up three fingers and one knows that one less than four is three.
84. Practical maths activities are well established in reception classes. Registration is used to count absent children, understanding of time is developed using the daily weather board, teachers' use of a large die is effective in teaching understanding of 'more' and 'less'. Most children can count on one, about a third know that seven is one more than six, but understanding of 'less than' is not secure. As a result of being involved in a practical demonstration most children gain sound understanding of repeating patterns and this is reinforced by the group work that follows. Teaching of the whole class is usually good and group work builds on what has been learned but there is a tendency to stretch out the group work so that lessons lose pace. The majority of children are not expected to reach the learning goals for mathematics by the end of the school year, indicating a lower standard for these pupils than was found during the last inspection.

### **Knowledge and Understanding of the World**

85. In the nursery, children increase their knowledge and understanding of the world outside school through studying topics. These include learning about the properties of soap and water and how wind will dry the clothes they have washed and hung on the line. They know there are different languages and have been finding out what Chinese script looks like.
86. As they move on to reception classes children continue to make sound progress. In general, however, the children experience difficulty in explaining what they know and this hinders their achievement. Standards are a little below average, which is below that found during the last inspection. They learn what clothing is suitable for different weather conditions, explore the properties of clay and make their own play dough. Unfortunately this was only made once during the day so only one group experienced the changes that took place as the mixture was made. A



topical focus on ice effectively raises lots of questions in children's minds as teachers freeze bottles of water, wrapping them differently. They freeze trays of ice which children observe melting and also play with in the water tray. The children notice differences in what happens to the ice under different circumstances but teaching does not sufficiently bring out what to look for, partly because some of the learning intentions are a bit advanced for this age, and also because the children's main interest is in what happens to the ice as they play with it. They had some interesting things to say about the ice, such as it melts because you squeeze it but need further time and questions to see the link between this and a warm hand. Most are aware of some of the functions of the computer and some can use the mouse to sequence objects.

### **Physical Development**

87. Nursery children are learning good control of pencils and paint brushes and are adept at pegging clothes they wash onto a clothesline. They show plenty of energy running about in the playground, ride bikes and some play with balls trying to throw them into a goal. However time spent outside is limited in scope and arrangements for outdoor play are unsatisfactory. Nursery children go out to play at the same time as reception children for a break in the middle of the session, sharing the same playground. All the children in the foundation stage have access to the outdoor play area. They play around the attractively planted gardens and enjoy the Take Away Café set up in the shed. However, there is no secure area for the nursery and no outdoor climbing equipment or other large toys to help develop social and collaborative play as well as coordination. It is not possible for nursery children to make independent choices about playing outside or to have an integrated indoor, outside curriculum. The tarmac around the mobile classroom is in poor condition although this is due to be resurfaced.
88. Planned activities ensure that reception children progress in developing skills of control and co-ordination and their achievements are in line with expectations. The majority manage to undress and put on their PE kit although many are slow in getting ready and quite a few need help. They follow instructions, changing from hopping and skipping to running but find it difficult to use the space well, tending to bump into each other. Only about a third of the children learn how to move on different parts of the body as the remainder do not follow oral instructions. They make better progress when the teacher demonstrates as well as telling the children what to do. The children use tools well and have reasonable control of pencils.

### **Creative Development**

89. Nursery children have opportunities to develop creativity through play activities and by using various techniques and media to express ideas. They show curiosity as they use straws to blow bubbles in paint to find out what is happening to the colours. They enjoy the soapy water and bubbles as they squeeze out the clothes they have washed. They become involved in imaginative play as the teacher creates a pretend birthday for Simba the lion in order to teach about the number three.
90. Displays of work indicate that reception children can represent their ideas and observations using different techniques to reach average levels of attainment. The children make snowflakes from straws and glittery collages to fit with the Jack Frost topic. The open space between the bays is used well for the children to experiment with clay, paint, water and dough. Children working with a nursery nurse use tools to make impressions on clay; good questions help them to see that water on clay makes it slippery and to speculate about how the clay will dry. They make patterns from the flour, water and paint mixture which is spread thinly on a table. This provides good opportunities for children to feel the sticky texture and to use card scrapers to vary the patterns. In role-play situations, children use props to talk about the character they represent. For instance one talks about the hard hat he is wearing and suggests it might be used by a builder to protect his head but imaginative role-play is not well developed.



## ENGLISH

91. The national tests of summer 2000 for seven-year-olds show that standards of attainment in reading at the expected Level 2, as well as the higher Level 3, were well below the national average and the average for similar schools. Standards of attainment in writing were below average nationally at both Levels 2 and 3 but average in comparison with similar schools. This broadly reflects the overall trend in pupils' attainment since 1997 including those in current Year 2.
92. The national tests of summer 2000 for eleven-year-olds show standards to be well below average at the expected Level 4, and below average in comparison with similar schools. Pupils' attainment at the higher Level 5 is below average nationally but above average in comparison with similar schools. This broadly represents the trend over the past four years, though the attainment of current Year 6 pupils is not yet in line with the national average. The most significant factors affecting standards are the high proportions of pupils with special educational needs and those learning English as an additional language, combined with high proportion of pupils entering or leaving the school other than in the foundation stage.
93. Pupils' attainment in speaking and listening, as the current inspection findings indicate, is satisfactory throughout the school. Key Stage 1 pupils listen carefully and respond to questions appropriately. Higher attaining pupils can sustain concentration and have started expressing their views. At the end of Key Stage 2, the majority of pupils demonstrate well-developed speaking and listening skills. They contribute to discussion fairly confidently. Some role-play activities were observed in subjects such as physical education during the inspection, and most pupils throughout school respond positively to opportunities such as the plenary session to develop their oral skills. No planned opportunities for speaking to a large audience were, however, observed although agreed procedures are in place for assessment of pupils' speaking and listening skills.
94. Reading standards are satisfactory at Key Stage 2, but unsatisfactory at Key Stage 1. Key Stage 1 pupils show a developing awareness of phonics and word-attack skills. A minority of higher attainers read accurately, fluently and with understanding. Average pupils read with an increasing accuracy but not fluency, understanding or expression. Less able pupils including those with special educational needs and those learning English as an additional language have difficulty with comprehension. Library skills of pupils at Key Stage 1 are not well developed. Higher attainers in Key Stage 2 are independent readers. They read, and can retrieve information, from a variety of texts. They respond to plots and characters, expressing opinions about authors and, in some cases, their use of language. Many pupils of average ability show good comprehension skills. Less able pupils including those with special educational needs make good progress, when given support. Support strategies employed by the school such as guided/silent reading, the home reading scheme and booster classes have started paying dividends. Many pupils in both key stages enjoy reading poetry and other non-fiction books. No pupils were observed undertaking any independent research activities.
95. Standards of pupils' writing are less than satisfactory in both key stages, though pupils write for different purposes. Key Stage 1 pupils describe shapes and write stories with focus on the use of adjectives. Higher attainers make up conversations using speech bubbles. A significant minority including less able pupils and those learning English as an additional language have difficulty with expressing themselves unaided. By the end of Key Stage 2, many pupils demonstrate a developing knowledge and understanding of the content and style of narratives and description. Pupils of all abilities, particularly higher attainers, pay increasing attention to grammar and punctuation. Year 3 pupils have an increasing vocabulary. For example, many of them substitute given adjectives to convey a different meaning. Pupils in Years 4 and 5 create characters from familiar stories, consolidate their use of sentence connectives and write poems showing imaginative use of words with particular reference to similes and metaphors. Poems written by some pupils give a vivid description of moods and feelings associated with different situations. Some extended writing of good quality was observed in a few classes, although not across the whole school. Less able pupils are unable to express their ideas successfully. Pupils' paragraphing skills are under-developed and, generally, their handwriting and presentation lack care and attention in both key stages.
96. Teaching is satisfactory, and has some good features at Key Stage 1. It is often good and sometimes very good at Key Stage 2. Effective questioning rooted in good subject knowledge and careful planning enhance pupils' participation and understanding. This was observed on many



occasions. In very good lessons, this together with imaginative use of resources provided appropriate challenge for pupils, while giving the lesson a brisk pace. Planning for these lessons are sometimes linked to homework, and good organisation and management have a positive impact on pupil behaviour. Less effective lessons observed in both key stages reflect insufficient differentiation or lack of balance of activities, affecting pupil progress. Teachers generally use the plenary well to re-inforce learning. Support staff are well used to promote pupils' attainment and progress. The teaching and support for pupils with special needs and English as an additional language is generally good.

97. Learning has good, and sometimes very good, features throughout the school, but particularly in Key Stage 2. The majority of pupils show high levels of motivation and concentration. They engage readily in purposeful interaction and contribute to discussion. Many work independently, when encouraged to do so. This is partly due to pupils' positive attitudes to work and their good standard of behaviour. They are enthusiastic about activities and collaborate well. This helps pupils to make good progress both in lessons and over time. Lack of concentration sometimes has a negative effect on learning for a minority of pupils throughout the school.
98. The coordinator for English has spearheaded the developments in English and literacy very well over the past four years. Her good understanding of the subject and support for colleagues have had a significant impact on the quality of teaching and of the pupils' work. The subject's good management has ensured that the National Literacy Strategy is well established, giving breadth and balance to the curriculum. Strategies such as the home reading scheme have started paying dividends. Literacy skills are well developed across the curriculum through the coordinator's good understanding of opportunities in all subjects. She has also focused on having high quality resources and good assessment procedures in order to raise standards. At present, written lesson planning does not cater sufficiently for the full ability range in a consistent way, particularly for the higher attaining pupils. The coordinator is fully aware of the areas needing further development, including the need to raise standards in writing, provision for more planned opportunities to develop pupils' speaking and listening skills and the use of ICT to promote literacy.

## **MATHEMATICS**

99. Pupils in Years 2 and 6 fall short of the national standard expected for their age. The results of national tests for 2000 show a similar picture for both age groups. Results for seven-year-olds are well below the average of similar schools and have not improved over the last three years. However, the standards for eleven year olds are comparable with those of similar schools and have shown improvement above the national trend over the last three years. Standards in the work seen during the inspection are below average by the end of both key stages.
100. In Year 2, the majority of pupils have a sound knowledge of place value to 100, but several pupils do not, forming a significant minority. Most pupils can find answers to questions about the 2 and 10 times tables but do not know these tables by heart. The majority of pupils were able to use mathematical terms to describe common 2-D shapes but were less sure of 3-D shapes. Pupils in Year 6 can perform mental calculations quickly and accurately. They are less confident when applying this mathematical knowledge to real life situations.
101. The quality of teaching and learning throughout the school is satisfactory. In Years 3 to 6 some very good teaching was observed. In these lessons, the learning intention was made particularly clear at the start of the lesson. There was also a clear link between the mental starter and the main part of the lesson. Towards the end of very good lessons, the teacher questioned pupils to establish what had been learnt and where further work was needed. The match of work provided appropriate challenge for pupils of all abilities. Satisfactory lessons could be improved by better use of questioning and providing increased challenge for the more able.
102. The structure of the National Numeracy Strategy is well established throughout the school. The oral and mental sessions at the start of each lesson are well delivered with good use of mathematical vocabulary. The pupils responded with great enthusiasm. These sessions are already having an effect on raising standards since pupils demonstrate growing confidence and



their recorded work has improved. The main teaching activities are planned well with appropriate activities and good use of resources, although problem-solving and investigational work are under-developed. Some lessons could be improved by providing a smoother transition between the first two parts of the lesson. The plenary session at the end of the lesson is inconsistent across the school. In very good lessons this time was used for the teacher and the pupils to establish what had been learnt. Pupils left these lessons with a clear sense of achievement. In other lessons, the final session was either too brief to achieve anything or the teacher's purpose was unclear to the pupils.

103. In all areas of the school pupils use computers to perform mathematical activities. In the reception class pupils can produce simple colour sequences. In Year 4, pupils use directional commands and estimation of length to control a screen robot. Several tasks involve good applications of numeracy skills, such as in science, design and technology and local studies.
104. Teachers use informal observations and formal tests to assess pupils' work. The mathematics co-ordinator leads regular monitoring of work across the school to ensure consistency and progress between classes. The co-ordinator is very effective. He is determined to raise standards in the subject and has effective strategies in place to achieve this aim.
105. The school has made satisfactory progress in standards overall since the last inspection, although there is a clear divide between Key Stage 1 and Key Stage 2. For pupils aged seven to eleven, progress has been good. At Key Stage 1 the increased number of pupils with English as an additional language or social needs means that the proportion of pupils attaining below the expectation for the age has increased since the last inspection. However, the school has already identified a strategy for improvement.

## SCIENCE

106. Standards in science are below average by the end of both key stages in the work seen. In the national tests for Key Stage 1, attainment was below average. The proportion of pupils gaining Level 2 and above in experimental and investigative science, in materials and their properties, and in physical processes were all below average. Attainment in life and living processes was average. No pupils gained Level 3 in science. The school made good improvement in standards from 70 per cent at Level 2 or above in 1999 to 88 per cent in 2000. In comparison with similar schools, attainment in science was below average.
107. At Key Stage 2, the proportion of pupils gaining Level 4 and above was close to but just below average in science. The proportion gaining Level 5 and above was also close to the national average, at just 2 per cent below. This indicates a considerable improvement over the 1999 results and since the last inspection. Standards have risen significantly over the last four years, well above the national trend. There was no significant difference between how well boys and girls have done. Pupils with special educational needs and English as an additional language make satisfactory progress and are learning the technical language through good support. In comparison with schools that achieved a similar average points score at Key Stage 1, attainment in 2000 was at the national average for the percentage of pupils gaining Level 4 and above, but was above average for pupils gaining Level 5, indicating good teaching to the higher levels. The position was similar in relation to how the school performed in comparison with schools having between 20 and 35 per cent free school meals.
108. Within the infant years pupils have looked at sources of light and found some that were helpful in our lives. The majority of pupils understood that light is necessary to see things. Pupils in Year 2 handled a good variety of materials sensibly to explore how pushes and pulls affected the shapes of quoits, a balloon, foam material and other things. Most pupils understand the effects of pushing although several find explaining them difficult. The pupils have good opportunities to handle materials, although experiments to test differing conditions were not prepared for them to learn more about investigational methods. Overall by the end of Year 2 attainment is below average. Previous work shows that pupils are covering the programme of study as expected, but that opportunities for pupils to take part in investigations rather than just discussions are not provided regularly.



109. Within the junior years, pupils have looked at various parts of the body. In a very well delivered lesson on teeth pupils were reminded of the three main types of teeth and their functions. They had the chance to examine their own teeth using a mirror and most pupils understood how the teeth are used at different stages of eating food. Pupils in Year 4 followed a demonstration experiment by the teachers to find out which materials are good thermal conductors. They held their interest well, and the differentiated forms of recording helped all pupils to record their observations. Most pupils understood that, for example, metal is a poor insulator but a good conductor of heat. Other pupils explained that you cannot normally see air but that you may see evidence of it, for example by the bubbles trapped in, or infused through, different types of soil. The well-prepared teaching gave good emphasis to observation and collecting evidence, and high expectations helped pupils to understand the basic ideas. Other pupils weighed objects in air and in water to examine the effects of the water's upthrust. The lesson observed was not successful because pupils were not adequately prepared through the teacher's own lack of subject knowledge. Also the pupils were not sufficiently systematic in how they took readings of the weights, so that unreliable information, or results, were taken and this was not noted by the teacher. Previous work shows that the full curriculum content is covered. There is evidence of a selection of experiments but there are insufficient opportunities for pupils to pose their own questions and to set up investigations to find answers.
110. Pupils' good attitudes at both key stages sustain their interest in most lessons, and promote attainment. In most lessons the teachers provide a lively and well expressed introduction that sets out what pupils are to learn clearly. The teachers use suitable practical materials and the activities focus the pupils well on the ideas. However nearly all activities are very teacher-directed so that pupils are following a pre-set approach, and the challenge and scientific experience of investigation are limited. Teachers have a generally good questioning style that prompts pupils to observe and think, such as about the effects of pushes. Vocabulary is well developed by teachers so that pupils learn increasingly how to explain their observations using scientific language. On a few occasions the teacher does not interact sufficiently with the pupils through focused questioning to see how they are setting up their experiment, so that errors are missed such as the objects floating in water instead of being submerged. Overall, the planning for science is satisfactory and sets out the main approach. Practical activities are provided that the pupils enjoy and learn from. Several teachers explain the ideas clearly. There is a need, however, to strengthen teachers' subject knowledge so that they are more confident in giving scientific explanations, and in setting up opportunities for pupils to design their own investigations, particularly to challenge the higher attaining pupils. Teaching is satisfactory overall, with examples of very good teaching in both key stages, but also poor teaching in Key Stage 2. Overall this is an improvement since the last inspection.
111. Marking is used well to confirm with pupils what they understand and know, but only a few teachers give helpful comments on how they might improve. Pupils share and handle equipment carefully, following the high expectations of the teachers. Pupils enjoy science lessons especially when they are involved in practical activities. Plenary sessions are often used well to revisit learning objectives and assess the level of pupils' knowledge. The higher attaining pupils are not always extended since they are not given many opportunities to pose their own questions and investigations.
112. The management of the subject is good and is led enthusiastically by the co-ordinator. She monitors teachers' planning and has prepared an action plan on the development of science. Lesson observations have been made by both the headteacher and the co-ordinator. The school has adopted national guidance and is in process of adapting it to the needs of the pupils in the school. It is recognised that teachers' expertise in investigational skills need further development. The assessment procedures are satisfactory. The school has created a portfolio of levelled work to help clarify standards. The curriculum meets national requirements. The quality and supply of resources are satisfactory, and they are well organised, and should be extended as funds allow. The subject promotes pupils' literacy skills through the introduction of a science vocabulary and through the written reports of scientific investigation and knowledge. Numeracy skills are consolidated through recording information, reading scales and making up tables of results. ICT was under-used in science lessons during the inspection. The subject makes a good contribution to pupils' social development when they work together during practical investigations.



## ART AND DESIGN

113. Since the previous inspection there has been an improvement in standards in Key Stage 2. It was not possible to give an overall judgement on standards at Key Stage 1. Overall standards in art meet those expected for pupils of a similar age but there are gaps in the curriculum provided and therefore in pupils' skills, knowledge and understanding. Pupils experience a range of techniques and media but there is little evidence of three-dimensional work. Pupils have almost no knowledge of the work of artists from Western Europe or the wider world. Opportunities are missed in this respect to link with other subjects so that for example, portraits of historical figures such as Henry VIII are used as source material, but with no indication of who the artist might be.
114. There are some strengths however. The Millennium tapestries are stunning, pupils were enabled to contribute to high quality work. Year 3 pupils designed some delightful 'WANTED' posters which are well executed and illustrate the features of the characters particularly well. One drew a fierce troll, another a delightful wolf and there was an evil looking Goldilocks. Portraits drawn by Year 5 pupils as part of their work on self-esteem show good attention to features and skin tones. Pupils' expertise in ICT is used well to create computer generated pictures. Year 2 use the spray can and flood fill tools to create firework pictures and 'The Snail' by Matisse provided Year 5 with a starting point for graphical modelling.
115. Teaching in the subject is satisfactory and occasionally good. However in some lessons there is insufficient guidance for pupils and dull resources so that the work produced is of a lower standard than they could reach. In one of the better lessons a well prepared series of tasks took Year 5 pupils through the process of designing and planning how to make a textile picture. Pupils selected materials to make a sample board as one stage in making the final product. Then they carefully chose samples for colour and texture and wrote a work plan for future use. Year 6 pupils use view finders to help them with the composition of a drawing of allotments near the school. The quality of sketching for different features such as grass is quite good and labels for colour help pupils to build on this experience to paint scenes in the classroom. The majority find good ways to represent trees and grass, carefully starting from the foreground using a variety of brush strokes, shades and tones. Pupils in another class engaged in critical comment, expressing quite subtle differences in the quality of paintings.
116. The QCA guidance is in the school and units have been distributed but monitoring of this is not secure and there are aspects of the curriculum, such as three-dimensional work and the work of artists from the Western World, that do not receive proper emphasis. Management of the subject has not led teaching away from a dependence on using art as a means of expressing topic work to one where there is continuity of development of skills and understanding over a period of time. Year 5 and 6 are stronger in this respect where teaching methods have been adapted from other subjects and take more account of the QCA guidance so that there is a clearer progression of skills. This was illustrated in the lessons when pupils used drawings previously made in notebooks as the basis for further development. There is a lack of artefacts and posters to support knowledge about art and design. Creative arts weeks and visits from groups such as the Heritage Ceramics African Arts Group shortly to visit the school make an important contribution to the subject.

## DESIGN AND TECHNOLOGY

117. No lessons were observed as the subject is taught in blocks alternating with art and was not timetabled for the inspection week. However, analysis of pupils' work, together with discussions with pupils, indicates that attainment for both seven and eleven-year-olds is in line with national expectations. This represents improvement since the previous inspection.
118. Year 1 pupils make windmills and seesaws out of card and paper fasteners which move around a pivot, some with a sliding movement. By Year 2 pupils not only design glove puppets which they sew and decorate but are also reasonably clear about the processes involved in design and making. They describe how to sew, recall difficulties with the thread coming off the needle, explaining why a design had to be altered from the original drawing. They found it more difficult to recall names of materials such as felt and thread but with some prompting remembered the term



'template' and how this was used. All the group show considerable pride in their work and in the skills they had developed.

119. Year 3 pupils show progress in the planning element of design technology, drawing plans and considering how to make a photo-frame stand up by making a prototype. This process is quite well developed by the time pupils get to Years 5 and 6 who have good recall of the products they have made. For example they explain what mechanisms they made, how these worked and some of the difficulties they encountered. They learn how to modify their plans and to evaluate what they done. In the latest work on designing and building shelters they are aware of the importance of structure in relation to material selected. There is good support for literacy as pupils learn to write plans and instructions, although the quality of their thinking and ability to express themselves in writing is limited for a number of pupils. Good links are made with ICT when pupils use Power Point to design a sequence to produce a slide show.
120. The subject manager has good subject knowledge, is providing clear direction for the subject and has the enthusiasm and commitment to raise achievement in the subject. The school is working fully to QCA guidance and is building resources to match the curriculum.

## **GEOGRAPHY AND HISTORY**

121. Owing to the school's timetabling arrangements for the teaching of history and geography, most of the teaching was seen in geography. In history, it was possible to see only two lessons, both of which were taught in Year 4. Further evidence was gathered from looking at school documentation, analysis of pupils' previous work, and discussions with the co-ordinator for history and geography and a sample of Year 6 pupils. This evidence is insufficient to make a judgement on standards in history at the end of Key Stage 1. However, it is enough to indicate that the attainment of seven-year-olds in geography and that of 11-year-olds in both geography and history is in line with that expected for their ages. Pupils' progress across the school is satisfactory. This is good improvement since the previous inspection, with standards in both subjects being much better now than they were at the time of the previous inspection.
122. In history, pupils in Year 6 demonstrate sound knowledge and understanding of the topics they have studied, for example the Victorians, the Egyptians, World War 2 and Ancient Greece. They talk with confidence about the major events in these topics and can identify similarities and difference between different periods. Pupils make appropriate use of dates and historical terms such as BC, AD, century and millennium, and have a sound sense of chronology. They use a range of sources such as the library, encyclopaedias, museums and information and communication technology, and they understand the need to interpret historical evidence from different points of view. Pupils give reasons for, and the effects of, the main events studied, for example as they talk about the causes of the Second World War and its effects on the lives of people. Overall, pupils express their understanding of the past better orally than in writing.
123. In geography, pupils in Year 2 have sound knowledge and understanding of some of the physical and human features of the locality of the school. They express views on their locality as they discuss what they like or do not like about it. Pupils use geographical terms confidently when they talk about getting from one place to another. Their map skills are satisfactory with most of them being able to interpret simple plans. Pupils show sound knowledge of their current topic on how changes to the environment affect animals and begin to give reasons for why some of them are dying out. The higher and average attainers begin to present their work in simple writing and pictures whereas the lower attaining pupils do so mainly in pictures. Pupils in Year 6 are able to talk about the major features of their locality in detail and with confidence. They demonstrate good knowledge and understanding of the effect of these features on the lifestyles of its residents. They express views on their locality, and can suggest improvements to it. Pupils show sound knowledge of geographical terms and map skills as they compare and contrast the features of their locality with those of St Lucia which they studied in Year 5 as a contrasting locality.
124. Pupils have good attitudes to learning history and geography. They listen with attention, and are able to sustain concentration. They respond to questions positively, and are well behaved. Their relationships with each other and adults are good.



125. With only two lessons seen in history, there is insufficient evidence to make a firm judgement on the quality of teaching and learning across the school. However, in the two lessons seen, it was very good in one of them and satisfactory in the other. The quality of teaching and learning in geography is good overall. Across the school, it is better in Key Stage 2 than in Key Stage 1. Where teaching is good or better, teachers have a good knowledge of the subject, and their lessons are always planned well. Lessons are generally lively, informative and well structured. This helps pupils to understand what they are learning, and to acquire new knowledge and understanding at a good pace. Teachers make good use of questions to elicit responses from pupils and to build on them. These features in teaching were well illustrated in a Year 3 lesson on helping pupils to show links between various geographical features of places and holidays as they prepared holiday brochures, using a range of sources. In this very good lesson, through a mixture of very good questioning, prompting and explaining, the teacher was successful in getting the pupils to include information in their brochures on aspects such as weather, accommodation and scenery which holiday makers would take into consideration. Similarly, in a good lesson in a Year 5 class, the teacher used questions effectively to elicit ideas from pupils in the introductory part of the lesson for writing an account of experiencing a hurricane. They used these ideas well to produce well-structured and lively pieces of writing. Weaknesses in teaching occur where the lower attainers are sometimes asked to carry out tasks independently for which they have not been sufficiently prepared in the first part of the lesson. This impacts adversely on their interest in learning and pace of work.
126. The history and geography curriculum is broad, balanced and relevant. The school has implemented the schemes of work produced by the Qualifications and Curriculum Authority successfully, with some changes to meet the specific needs of its pupils. There is consistency and continuity in coverage and planning, with teachers using the school's 'overview' of topics as they plan together in their year groups. The expectations in the schemes are used well to assess pupils' progress at the end each study unit. Overall, there is an adequate range of resources, and they are used well. However, the school recognises that there is a need for more artefacts in history, and tactile resources in geography. There are sound opportunities for pupils to visit museums, the local environment, and in Year 6 the Isle of Wight to enhance the history and geography curriculum. Both subjects are led well, with the co-ordinator having a clear understanding of her role. She has carried out some monitoring of teaching in the recent past, and there are plans for more in the future.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

127. Standards in ICT are good. All pupils have regular access to computers and there is a lunchtime club, which targets pupils with no computer at home.
128. In Key Stage 1 pupils can manipulate text and pictures and pupils in Year 2 could enter a piece of text and edit. These pupils could also describe the use of computers in everyday life. Pupils in the reception class learn to use the mouse and keyboard.
129. In Key Stage 2 pupils make use of a wide range of computer applications. Year 3 pupils can create a database about lunchtime preferences. They can use the stored information to extract information about which meals pupils prefer. Year 6 pupils can produce sophisticated presentations using Powerpoint. These presentations consist of a series of slides designed by the pupils with a variety of special effects. Year 4 pupils can write simple programs to draw squares and circles.
130. Teaching across the school is satisfactory and sometimes good. Some teachers make good use of computers across the curriculum. However some teachers need to develop their use of ICT in numeracy and literacy lessons. Good use is made of a teaching assistant who is able to support pupils and staff. Her input makes a significant contribution to the strength of the subject. The school has plans to further develop teachers' skills through the use of New Opportunities Funding. Pupils in Key Stage 1 and Key Stage 2 have a portfolio of work related to ICT. This is motivating to pupils and provides an effective tool for monitoring and assessment.
131. The school has made good progress since the last inspection through the good work of the ICT co-ordinator. The ICT suite is well used and has a significant impact on standards. Increasing the



number of computers in the suite would further increase the quality of provision, especially for larger classes.

## **MUSIC**

132. Pupils are making appropriate gains in musical skills and understanding, so that pupils reach the national expectation by the end of both key stages, which is similar to the findings of the last inspection. Within Key Stage 1 pupils sing with good style, for example 'Oh, the wind blows low, ...' and many keep pitch and to the rhythm. The pupils quickly pick up the words and enjoy the pattern of repeating phrases. They understand the difference between the open singing and the refrain with a catchy beat. Other pupils sing familiar songs and know the actions, keeping time, and keeping silent at the correct parts! The teachers' suitable planning and lesson structure ensure that the pupils are resourced for pupils to use percussion instruments as an accompaniment. Most pupils play these carefully, trying to make a clear sound and gaining the skills of keeping to rhythm for their song. The good opportunities for playing together encouraged pupils to listen and control how they played the percussion. Overall, a few pupils demonstrate good skills, although several have not learnt to control the sounds they produce and to coordinate it with others.
133. Within the junior years pupils demonstrate satisfactory development of skills and understanding. In a Year 4 lesson, for example, pupils were introduced to a Tudor song in order to understand a simple ostinato accompaniment. The teacher's very good lead and reinforcement of the ground base led the pupils to follow the pattern and maintain it, some using percussion: 'When that I was but a tiny little boy ...' Pupils sing enthusiastically, although several do not sing in pitch. In a lesson in Year 5 on musical appreciation, the pupils mostly behaved well and listened to a lyric by John Lennon. They gradually understood that the words and lyric were linked through the teacher's very clear questioning and effective help in interpretation. In a Year 6 lesson, the teacher's very good relationships with the pupils motivated them well to take part in creating a rhythm to a backing track. She gave an excellent lead, showing very good subject knowledge, so that the pupils gradually absorbed the rhythm and could reproduce it. Overall, the pupils have gained a satisfactory range of skills. They are beginning to understand musical elements such as pitch, dynamics and duration, and apply these to songs. Most pupils have a clear singing voice and sing tunefully. The pupils adding percussion have satisfactory skills at keeping time and rhythm. They play a variety of untuned percussion instruments with reasonable control and style. A minority of pupils are clearly responsive to music and contribute well. Overall pupils make sound progress through the school, supported by the programme of study and the work of the subject coordinator.
134. Pupils demonstrated satisfactory attitudes to music in Key Stage 1 and good attitudes in Key Stage 2, mirroring the quality of teaching, and behaviour is similar. The pupils are keen to take part and to play instruments. Most pupils listen to others, particularly in the juniors, and co-operate with others in a group when playing instruments.
135. The quality of teaching observed was satisfactory in the infants and good in the juniors, with a few examples of very good teaching, indicating an improvement over the last inspection. The teachers manage the pupils well, and pupils are arranged suitably for lessons to help them take an active part. The planning sets out clearly what pupils are to learn, and gives opportunities for pupils to compose, perform, listen to and appraise music. The careful discussions with pupils, particularly in the juniors, and the good lead help improve their skills. The teachers make suitable use of the school's range of instruments for practical sessions so that pupils gain the skills of controlling how sound is made. There is a satisfactory range of musical resources, including percussion instruments from differing cultures.

## **PHYSICAL EDUCATION**

136. Standards of attainment in physical education are in line with what is expected for the age group in both key stages. This represents considerable improvement since the last inspection which judged standards to be unsatisfactory. There is no significant difference in standards between



boys and girls. The school has responded to the issues raised by the last inspection. The effect of this has been an improvement in standards of attainment, pupil behaviour and in the teaching and management of the subject.

137. By the end of Key Stage 1, most pupils demonstrate a steady development in their awareness of indoor games' skills, though their spatial awareness is not well developed. They have started developing the skills, involving bats and balls such as striking and fielding, where movements are repeated.
138. Younger pupils perform a range of body actions in travelling over a mat, as was observed in a gymnastics lesson. By the end of Key Stage 2, pupils perform a range of movements on the floor and mat including twisting and turning. They demonstrate a fairly well developed spatial awareness and sequencing skills, though their activities lacked rigour. Their planning and evaluative skills are better developed than their sequencing skills. Some Year 3 pupils are developing basic hockey skills, though their passing skills, particularly while travelling, are not fully developed. In dance, pupils communicate through basic body actions, performing punchy and flicking movements related to some traditional stories (eg travelling through a forest or walking on a hot surface). This was observed in a Year 5 lesson. Pupils in all age groups have started evaluating each other's performance, and this is intended by the teachers to improve their own performance. Pupils in Years 4 and 5 learn to swim, and 44 pupils in current Year 6 have won their certificates.
139. Teaching is good throughout the school and is having a positive impact on standards. Now teaching is focused on skills, and teachers use resources well. Their knowledge and expertise are often reflected in their effective intervention which highlights teaching/learning points appropriately. Their personal interest in the subject often enhances pupils' motivation and participation. This has a positive impact on pupil management with the exception of a minority of occasions when teaching lacks rigour and purpose.
140. Teaching has its obvious impact on learning. Most pupils respond positively, showing high levels of motivation and interest. They work enthusiastically, both individually and collectively, showing an enjoyment of their dance activities. Many are eager to contribute to discussion. They show good levels of cooperation and collaboration. Standards of behaviour are good, overall, which reflects the well established pupil/pupil and pupil/teacher relationships.
141. The projected programme of study for physical education is broad and balanced. Additionally, there is provision for football, cricket and netball in the summer term. The school has adopted national guidance to ensure appropriate subject coverage. Resources are adequate, and the provision of two halls facilitates indoor activities. The coordinator has a clear view of what needs to be developed further. The main priority is to ensure consistency in practice which can only be achieved through regular monitoring of teaching and staff development. There is also a need for the school to provide alternatives for the pupils who do not participate in physical education activities.

## **RELIGIOUS EDUCATION**

142. By the end of Key Stage 1 and 2, standards are satisfactory and meet the expectations of the locally agreed syllabus. This matches the findings of the previous inspection. Pupils, including those with special educational needs and English as an additional language, achieve well and make good gains in learning.
143. By the age of seven, pupils have some knowledge of key figures in religion such as Guru Nanak, Muhammad, Abraham and Jesus. They are familiar with stories such as, "Noah's Ark", "Two Brothers" and "Guru Gobind Singh and the Five Brave Men". They have some knowledge of places of worship such as church, gurdwara, synagogue, mandir and mosque. They are beginning to understand that there are different beliefs and recognise some of the actions associated with them such as prayer, offerings of fruit and flowers, songs of praise and fasting.
144. By the end of Year 6, pupils have a satisfactory knowledge and understanding of the major world religions including Christianity, Sikhism, Islam, Judaism, Hinduism, and Buddhism. For example,



pupils are beginning to understand something of the impact of the life and teachings of key figures such as Jesus, Guru Nanak, Moses, Buddha and Muhammad. They explore the qualities of leadership and begin to relate such qualities to modern day figures like Martin Luther King. In Year 4, pupils learn the importance for Muslims of ritual washing before prayer. While in Year 5, pupils learn how the ingredients of the Seder meal remind Jewish people of their freedom from slavery in Egypt. By the age of eleven, therefore, pupils can recognise similarities and differences in beliefs, rules and customs. They recognise that worshippers from various faiths have different perceptions of God and that these are, for example, reflected in the images and decorations in places of worship. Pupils are able to express ways in which religious and spiritual dimensions of life can be explored and seen in works of art. For instance, after looking at a painting called "Yaseen", one pupil wrote, "one feeling you get when you look at it is sensing that the golden outline is the face of God and that everything is made from him . . . and that everything is inside him (the universe)". As a result of their work in religious education, pupils develop respect for moral and religious issues and respond very thoughtfully to the beliefs and values of others.

145. Most pupils show interest in religious education, are fascinated by different beliefs and practices and are keen to learn. This is because teaching is good overall. The quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2. Some unsatisfactory teaching was seen in Year 1 and some very good teaching was seen in Year 5 and in one Year 6 class. A good feature of teaching in religious education is the use made of pupils as resources to share information about their own religions. This promotes curiosity and helps pupils to develop respect and understanding of one another. In the best lessons teachers have high expectations and, by asking challenging questions pupils are encouraged to reflect and to find answers to puzzling questions, thus promoting their spiritual awareness. The use of artefacts has a positive impact on the development of pupils' knowledge and understanding by stimulating their curiosity and by providing concrete examples of some of those things about which they are learning. For example, in a Year 5 lesson about the Jewish celebration of "Passover", the teacher kept challenging the pupils to look carefully at a Seder plate and asked such questions as, "What does it make you think? Does it look pleasing to the eye? Why is it important?" All these prompt pupils to conclude that the features of the plate and the attention given to its design are to emphasise its special significance for Jewish people in remembering their freedom from slavery. Where teaching is good, lessons are well planned and organised and teachers explain to pupils what they are expected to learn and how this will be achieved. This means that pupils settle quickly to tasks, knowing what is required of them and time is not wasted. In other effective lessons, teachers demonstrate secure subject knowledge and give pupils new information clearly and precisely. These aspects of teaching support pupils in making good gains in their learning. Where teaching is unsatisfactory, this is mainly because behaviour is not managed effectively so that learning is disrupted. Learning does not build effectively on pupils' previous knowledge and understanding and the content does not enable pupils to learn from, or about, religion.
146. The curriculum is planned in line with the locally agreed syllabus and there is currently a satisfactory scheme of work, which sets out what pupils will learn in three topics each year. The curriculum makes a positive contribution to pupils' spiritual, moral, social and cultural development and effective use is made of religious education to enhance whole school assemblies and acts of worship. However, the locally agreed syllabus has just been revised and presented to schools in draft form. The subject co-ordinator is working hard to revise the school's scheme of work in the light of this. The co-ordinator is enthusiastic about her responsibilities and has a clear view of what the school needs to do next to raise standards in the subject. She is preparing a system for recording pupils' progress in religious education. There are no other assessment procedures currently in use for religious education but she has had opportunities to monitor teaching and learning in the classroom.