

INSPECTION REPORT

Highfield Primary School
Hillingdon

LEA area: Hillingdon

Unique Reference Number: 102407

Headteacher: Mr David Manley

Reporting inspector: Mrs J Emberton 22823

Dates of inspection: 27th – 30th September 1999

Under OFSTED contract number: 706630

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
Type of control:	County
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Charville Lane West Hillingdon Middlesex UB10 0DB
Telephone number:	01895 230843
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Tina Starzecki
Date of previous inspection:	April 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Joy Emberton, Registered Inspector	English; Art; Music.	Attainment and progress; Teaching; Leadership and management.
Susan Pritchard, Lay Inspector		Attendance; Support, guidance and pupils' welfare; Partnership with parents and the community.
Terence Aldridge	Mathematics; Information technology; Religious education; Physical education; Equal opportunities; Special educational needs.	Curriculum and assessment; Efficiency of the school.
Gail Robertson	Science; Design and technology; Geography; History.	Attitudes, behaviour and personal development; Spiritual, moral, social and cultural development; Staffing, accommodation and learning resources.

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The Office for Standards in Education
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MAIN FINDINGS

What the school does well

- Attainment in English, mathematics, science and religious education is above the level expected at Key Stage 2.
- Progress in Key Stages 1 and 2 is good for all pupils.
- Behaviour and the personal development of pupils is excellent.
- Relationships and attitudes are very good.
- The quality of teaching is good in Key Stages 1 and 2.
- Provision for the pupils' spiritual, moral, social and cultural development is very good.
- The support, welfare and guidance of pupils are very good.
- The school has a good partnership with parents and the community and these enhance the curriculum.
- There is clear leadership for the school to move forward.
- The ethos of the school is very good and provides a positive learning environment.
- Financial planning is good and the funds, teachers and staff are used well.

Where the school has weaknesses

- I. Attainment in information technology is below the level expected at both key stages.
- II. Handwriting and presentation of work are below the level expected at Key Stage 1.
- III. In the nursery and Key Stage 1 procedures for assessment are not in place so that individual or group targets can be set to improve pupils' work.
- IV. The nursery does not provide consistently a stimulating environment so that brighter children especially are challenged with work that suits their intellectual ability.
- V. Curriculum co-ordinators do not have an overview of pupils' progress across the school.

Highfield School is a good school. It has many strengths which far outweigh the weaknesses above. These will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The school has made satisfactory progress towards addressing most of its key issues; however, information technology still remains a weakness. Liaison between the key stages has improved, but curriculum co-ordinators do not always have a sound grasp of progress of pupils' work across the school. The school has a good capacity to improve further under its present leadership.

Standards in subjects

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

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

The table above shows that pupils' performance in 1998 compared to all schools was average in English and mathematics, but below average in science. Compared to similar schools their performance is above average in English and mathematics, and average in science. Inspection evidence shows that by the end of Key Stage 1, pupils attain average standards in English, mathematics, science and religious education, and by the end of Key Stage 2 pupils attain above average levels in English, mathematics, science and religious education.

Pupils by the end of both key stages have below average attainment in information technology. Children under five achieve the levels expected in physical and personal and social development, but do not reach them in language and literacy, mathematics, knowledge and understanding of the world and creative development.

• **Quality of teaching**

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Satisfactory	Good	Very good
Mathematics	Satisfactory	Good	Good
Science	Satisfactory	Good	Good
Information technology		Unsatisfactory	Unsatisfactory
Religious education		Good	Good
Other subjects	Satisfactory	Good	Good

Teaching is never less than satisfactory, in 63 per cent of lessons it is good or better, and in 27 per cent of lessons it is very good or excellent. A strength of teaching is in Year 6, where expectations are very high. There is a variance in the quality of good teaching across the school: for children aged under five, 33 per cent of lessons are good; in Key Stage 1, 61 per cent of lessons are good or better; in Key Stage 2, 72 per cent of lessons are good or better. The quality of very good teaching is also better in Key Stage 2, as teachers teach their specialist subjects to other classes and this improves the quality of lessons.

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

• **Other aspects of the school**

Aspect	Comment
Behaviour	Behaviour and relationships for the majority of pupils are excellent. Attitudes and personal development is very good.
Attendance	Good: above the national average levels.
Ethos*	Very good: the school provides a positive atmosphere conducive to learning and the strong school community spirit engenders a love of learning in the pupils. All who work in the school are committed to achieving high standards of discipline and learning.
Leadership and management	Very good: strong and very effective leadership by the headteacher and governing body. Priorities for development are well thought out, are targeted and evaluated well to improve standards. The aims, values and policies are shared by all.
Curriculum	Satisfactory: breadth and balance are achieved. However, information technology and three-dimensional work in art and design and technology are underdeveloped.
Pupils with special educational needs	Good in both key stages and satisfactory for children under five. Individual education plans are focused well on what pupils need to learn.
Spiritual, moral, social and cultural development	Very good in all areas: the school provides many opportunities for pupils to develop their spiritual awareness in many subjects of the curriculum.
Staffing, resources and accommodation	Good: there are enough well qualified staff and assistants. Professional development is good, except for information technology. The accommodation is good and resources are satisfactory overall, and good for literacy, religious and physical education.
Value for money	The school provides good value for money when taking into account the overall good progress, and the high quality of teaching and management.

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

The parents' views of the school

What most parents like about the school	What some parents are not happy about
VI. Children enjoy coming to school. VII. The school encourages parents to become involved. VIII. The school is approachable when problems arise. IX. They are kept well informed about their children's progress. X. The school provides a good standard of work.	XI. A small number of responses indicated that ght. XII. A small number of responses indicated that

The table above summarises the views of eight parents who attended the meeting for parents and an analysis of parents' responses on the 53 returned questionnaires. Most parents were very positive about the school. Inspectors' judgements support parents' positive views and inspectors found no evidence to support the small quantity of negative ones.

KEY ISSUES FOR ACTION

The governing body, headteacher and staff should now:

1. raise attainment in information technology by raising teachers' expertise through professional development (see paragraphs **14, 19, 36, 97, 108, 116, 121, 126, 146, 153**);
2. raise attainment in the nursery by ensuring that a rich and stimulating environment more conducive to learning is provided consistently, and so improve the progress of children whatever their ability (see paragraphs **7, 32, 35, 36, 83-87, 90, 92**);
3. implement a whole school approach to handwriting and presentation and so improve standards (see paragraph **44, 98**);
4. improve the links between assessment in the nursery and in Key Stage 1 so that
 - i) pupils' progress may be tracked more efficiently as they move through the school and,
 - ii) ensure that assessment is used more effectively to plan work for the different ability groups within the classes (see paragraphs **32, 35, 36, 39, 44, 45, 90, 102, 109, 120, 127**).

In addition to the above, the following less important weaknesses should be considered for inclusion in the action plan.

1. Improve the curriculum co-ordinators' overview of progress in their subjects across the school (see paragraphs **36, 39, 44, 102, 120, 127**);
2. Increase the level of resources for three dimensional work in art and design and technology, (see paragraphs **137, 140, 143**).

6. INTRODUCTION

6. Characteristics of the school

3. Highfield Primary School is situated in the village of Hillingdon in the centre of the London Borough of Hillingdon. The school, built in 1969, has undergone a systematic programme of refurbishment to improve the learning environment. Housing in the area is varied; some is privately owned but most is rented accommodation, including nearby local authority estates.
4. A nursery class, built in the school grounds, admits children from aged three - forty five children attend, part-time - and most children progress to the main school in the term after they are five years old.
5. There are 184 pupils, boys and girls, aged five to eleven. The local education authority's policy is to have three intakes per academic year and to admit children into Year 1 in the term after their fifth birthday. As a consequence there are no children aged under five in the school. Assessment in Year 1 indicates that attainment on entry to school, although varied, is below other children of the same age.
6. The school's population is predominantly white, but a small percentage of pupils from ethnic cultures attend the school. Twenty-three per cent of pupils are eligible for free school meals, which is above average. Thirty-six per cent of pupils have been identified as having special educational needs (SEN), which is well above average, and one pupil holds a Statement of Special Educational Needs.
7. The school priorities have been
 - to improve the standard of attainment for pupils. Weaknesses in attainment are analysed carefully and targets for each class and individuals have been set, and any weakness in year groups receives extra support;
 - to introduce the numeracy strategy;
 - to improve the provision for information technology by increasing hardware and enabling staff development to take place;
 - to review management and increase resources for science;
 - review curriculum responsibilities within the school;
 - to continue the refurbishment of the premises.

6. Key indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1
for latest reporting year:

Year	Boys	Girls	Total
1999	18	14	32
(98)	(20)	(12)	(32)

6. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	15(17)	16(16)	16(19)
	Girls	14(10)	14(10)	14(12)
	Total	29(27)	30(26)	30(31)
Percentage at NC Level 2 or above	School	90(84)	94(81)	94(97)
	National	*(80)	*(81)	*(84)

6. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	15(17)	15()	18 ()
	Girls	14(11)	14 ()	14 ()
	Total	29(28)	29 ()	32 ()
Percentage at NC Level 2 or above	School	91(88)	91 ()	100 ()
	National	*(81)	*(85)	*(86)

Attainment at Key Stage 2¹

Number of registered pupils in final year of Key Stage 2
for latest reporting year:

Year	Boys	Girls	Total
1999	12	19	31
(98)	(12)	(19)	(31)

6. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	11(7)	10(10)	11(11)
	Girls	13(14)	11(11)	13(11)
	Total	24(21)	21(21)	24(22)
Percentage at NC Level 4 or above	School	77(68)	68(70)	77(71)
	National	*(65)	*(59)	*(69)

6. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	12(9)	12(11)	12(10)
	Girls	13(14)	12(13)	13(13)
	Total	25(23)	24(24)	25(23)
Percentage at NC Level 4 or above	School	81(74)	77(77)	81(74)
	National	*(65)	*(65)	*(72)

* National figures not yet available.

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

6. **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:

		%
Authorised Absence	School	5.0
	National comparative data	5.7
Unauthorised Absence	School	0.1
	National comparative data	0.5

6. **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	1
Permanent	0

6. **Quality of teaching**

Percentage of teaching observed which is:

	%
Very good or better	27
Satisfactory or better	100
Less than satisfactory	0

6. PART A: ASPECTS OF THE SCHOOL

6. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

6. Attainment and progress

1. Children enter the school with varying levels of ability, but for the majority of children aged under five attainment in physical, personal and social development is at the level expected. In language and literacy, mathematics, creative development and knowledge and understanding of the world it is below the level expected when compared to children of a similar age. They make good progress in physical, personal and social development and satisfactory progress in language and literacy, mathematics, creative development and knowledge and understanding of the world.
2. National Curriculum test results for the end of Key Stage 1 in 1998 show that standards in reading were above the national average, in writing close to the national average and in mathematics well above the national average. The proportion of pupils gaining the expected higher level was close to the national average in reading and mathematics and below the national average in writing. The assessments agree with the test results except for mathematics at the higher level, where more pupils gained this level than was predicted.
3. Key Stage 1 results show that over a period of three years from 1996 to 1998, standards have fluctuated; they were lower in 1996 and rose in 1997, the 1998 results being maintained at 1997 level in mathematics, but falling slightly in reading and writing. The 1998 tests show that there was a significant difference between the attainment of boys who did much better than the girls, but this was because a higher number of girls had below average ability or special educational needs.
4. National Curriculum test results for the end of Key Stage 2 in 1998 show that standards in English and science were close to the national average and mathematics was above the national average. The proportion of pupils gaining the expected higher level was well below the national average in English, mathematics and science. The assessments in mathematics and science agree with the test results, but in English there was a marked difference in that more pupils were predicted to reach average levels, and fewer pupils were predicted to reach the higher levels.
5. Key Stage 2 results show that over a period of three years from 1996 to 1998, standards have fluctuated widely and fell considerably in 1997, rising to above the 1996 levels in 1998. The 1998 test show that there was little difference between the attainment of boys and girls.
6. The differences in attainment over the three year period in both key stages is mostly due to the relatively small number of pupils who take the tests, and the differences in the number of pupils who have special educational needs or who are lower achievers.
7. The number of pupils who are entitled to free school meals is used to calculate the data above; in this instance the number of nursery children has also been included and the data have been recalculated accordingly to show that in 1998 the Key Stage 1 performance of pupils in reading and mathematics is well above the national average when compared to similar schools, and above average in writing. In Key Stage 2, pupils' performance is average in science and above average in English and mathematics when compared to similar schools.
8. From inspection evidence, standards in the school by the end of Key Stage 1 are average in reading, writing, mathematics, science and religious education, but below average in information technology. By the end of Key Stage 2, standards are above average in English, mathematics, science and religious education and below average in information technology.
9. The 1999 provisional test results show that the number of pupils attaining average grades in English, mathematics and science in both key stages has improved. The number of pupils attaining the higher grades has improved considerably in both key stages against the 1998 figures. However the national comparative data are not yet available, so no reliable judgement about the school's performance against

national averages could be made at the time of inspection.

10. The school priorities have been to improve the standard of attainment for pupils, and this has been particularly successful in Key Stage 2, where results have improved. Weaknesses in attainment are analysed carefully, targets for each class and individuals have been set and any weakness in year groups receives extra support. The data available for analysis are better in Key Stage 2 than in Key Stage 1, and so this information can be used more effectively to set targets.
11. By the end of Key Stage 1, most pupils communicate fluently and express their ideas confidently. Higher attaining pupils use grammar appropriately. In reading, pupils are beginning to tackle unfamiliar words by using picture and other cues sensibly and in writing they use full stops and capital letter correctly, although the handwriting and presentation of work are often untidy, which is a weakness. Higher attaining pupils use more advanced forms of punctuation such as exclamation, question and speech marks to add interest and life to their writing. In mathematics, pupils can reliably recognise numbers to 100 and count in twos, fives and tens. They recognise two and three-dimensional shapes and measure in standard units. In science, pupils accurately recognise a variety of sounds and understand that they are made in different ways. They explore materials and living things and investigate the movements of objects.
12. By the end of Key Stage 2, most pupils communicate fluently and express their ideas confidently. They discuss with enthusiasm how the library is organised and which works they prefer. In reading, they locate information easily using contents and index pages, but are less sure of how the library works. When writing they show an appropriate understanding of different genre, for example biography and autobiography, they increase their ability to use written language for a range of different purposes and punctuate their written work with increasing accuracy. In mathematics, pupils identify equivalent fractions and higher attaining pupils work out discounts involving percentages, they recognise different angles and measure degrees in the angle accurately.
13. In both key stages for most pupils, including those with above and below average ability, progress in music is satisfactory and in reading, writing, mathematics, science, art, geography, history and physical education it is good, but in information technology it is unsatisfactory often because pupils do not get the opportunity to practise the necessary skills often enough. Progress in religious education is very good in Key Stage 1 and satisfactory in Key Stage 2.
14. In both key stages, pupils with special educational needs make good progress in accordance with their identified needs when given the appropriate support from the special needs and non-teaching assistants. Their confidence and self-esteem grows, improving their willingness to tackle tasks.

20. **Attitudes, behaviour and personal development**

15. The school promotes most positive attitudes, excellent behaviour, very good personal development and excellent relationships among its pupils. Success in this aspect of the school's life is a significant strength of the school. The school has fully addressed the key issue identified in the previous inspection to maintain the good standards of pupil behaviour and their attitudes to work.
16. At the meeting prior to the inspection, and in their questionnaires, parents expressed high levels of satisfaction with the attitudes and behaviour of the pupils. When pupils first start at Highfield School their behaviour is generally good, but by the time they are in the upper juniors, their behaviour and attitudes to learning are excellent. The school is often complimented on the high standards of behaviour. The pupils develop very good personal skills and work well independently. These aspects make a significant contribution to their attainment and progress. The school has successfully maintained its high standards of behaviour and fulfils its aims to develop positive attitudes, self-discipline and responsibility. Pupils with special educational needs have very positive attitudes to their work and feel involved in all aspects of school life. They are appropriately integrated into classes and form constructive relationships with teachers and other pupils. They respond well to support and show a determination to work hard and to succeed.
17. Pupils are well motivated and show high levels of interest in their work. They sustain concentration

well, both in group work and independently. They are keen to ask questions and take part in class discussion, and invariably show pride in their work. They are smart in their school uniform and take pride in their school. Pupils work well co-operatively and effectively as a team. They are confident and happy to talk about what they are doing.

18. Behaviour in class and around the school is excellent. In all classrooms there is an effective working atmosphere. Pupils are very polite and well mannered, which makes the school a pleasure to be in. They uphold the school rules and move very quietly and efficiently around the building. No evidence of bullying was seen during the inspection and pupils expressed confidence that staff always deal with any rare incidents promptly and effectively. Pupils are very supportive and caring towards each other and many examples of their concern were seen; for example, at lunchtime when Year 6 pupils help the infants open their drinks and biscuit wrappings. The aims of the school are very well reflected in the behaviour of the pupils. The pupils form excellent relationships with one another and the staff of the school. They respond well to help and guidance available to them and to being valued.
19. Pupils make very good progress in their personal development. They are eager and willing to take responsibility in class and in activities around the school; for example when the Year 2 children transfer to Key Stage 2, Year 6 pupils take care of them and help them settle into the school routines. Pupils work well independently, demonstrate maturity and show initiative in lessons. Pupils perform in productions and concerts in school and the wider community, and participate in sporting matches and extra-curricular activities. Their involvement and success have a beneficial effect on their personal development. The school makes considerable effort to raise funds and supports a very wide range of charities. The pupils show many skills that will help them in their next stage of education and in adult life.

25. **Attendance**

20. Pupils enjoy coming to school and attend regularly and punctually. Their overall rate of attendance is above that achieved nationally. The attendance of all pupils is very good. It has improved considerably since the last inspection and is now a significant strength of the school. The school day begins promptly and time keeping for both infant and junior age pupils is generally very good and enables sessions to start on time with the minimum of disruption. Pupils seldom arrive after the session bells are rung without having good reason. Registers are marked promptly, with a high degree of accuracy, and absence or lateness is recorded and categorised strictly in accordance with statutory requirements.
21. An examination of the attendance register, notes from parents, and records of pupils arriving or departing at other times during the day, show the significant majority of pupil absences are due to illness or medical appointments. A small number of absences are because of holidays taken during term time. All unauthorised absences are promptly investigated and dealt with.

27. **QUALITY OF EDUCATION PROVIDED**

27. **Teaching**

22. The quality of teaching is good overall and is never less than satisfactory. In 63 per cent of lessons it is good or better, and in 27 per cent of lessons it is very good or excellent. The quality of teaching varies across the school: for children aged under five, 33 per cent of lessons are good; in Key Stage 1, 61 per cent of lessons are good or better; in Key Stage 2, 72 per cent of lessons are good or better. The quality of very good teaching is also better in Key Stage 2, as teachers teach their areas of expertise to the classes, for example in religious education and physical education, and this improves the quality of lessons and the progress pupils make and is a strength.
23. The teachers in Key Stages 1 and 2 work well together as a team, and their strengths include detailed planning, very good management of pupils and good subject knowledge. Although expectations of what pupils can do is high, the challenge presented to Year 6 pupils in particular is very high and this is another strength.

24. Teachers across the whole school use resources adequately to support their lessons, these are always to hand and pupils are encouraged to use them carefully. Different methods of teaching are used appropriately; an equal balance of whole class, group, pair and individual work is planned and suits the subjects being taught. In Key Stage 1 and 2 teachers manage their pupils very well. Behaviour management is almost subliminal, they use positive reinforcement to get the best from their pupils, and encourage the pupils to discipline themselves from an early age. An atmosphere of caring and trust is present in lessons.
25. Assessment is used well in lessons and, in most lessons in Key Stage 2, questions are even more searching and challenging to pupils. In an English lesson in Year 6 for example, pupils were encouraged through very careful questioning to recall and discuss pieces of biographical and autobiographical writing they had previously read.
26. A weakness in teaching is the absence of the nursery teacher on long term sick leave, and this has resulted in a number of temporary often job-share appointments. This has affected the links between teachers in the nursery and the rest of the school. For children under five, the teaching is never less than satisfactory. Although teachers and nursery nurses understand the developmental needs of young children well, children are not always challenged with work that motivates them or extends their knowledge and this is a weakness. This is especially true for the more able children, where the same activity is taught whatever the ability of the child. The management of children is good, and staff appropriately spend considerable time on this. Teachers assess children through observation of task and/or discussion with children, but often questioning is not matched closely to the needs of individual children or to the objectives being taught. Activities are often over-directed by staff and the opportunities for independent learning are missed.
27. For pupils with special educational needs teaching is focused in classrooms and individual withdrawal in accordance with individual education plans. As well as good teaching of specific strategies to improve skills, emphasis is appropriately placed on increasing confidence and self-esteem. Pupils are involved in setting and reviewing their own targets. Pupils with statements are well supported in class by learning support assistants.
28. Homework is well established and teachers set this to reinforce subjects, especially in reading in Key Stage 1. Home/school reading diaries are used and written work is marked and the results discussed appropriately with the pupils.
34. **The curriculum and assessment**
29. The curriculum for the under fives, though broad and balanced, does not provide a rich and stimulating learning environment. Children are not always challenged sufficiently to reach their potential or given the opportunity to develop into independent learners.
30. The school provides an adequately broad and balanced curriculum for its pupils except that the curriculum for information technology does not cover all aspects sufficiently well. All National Curriculum subjects and religious education are included, and balance is achieved through outline planning for each subject through the school's cross-curricular plan. Curriculum breadth is effectively enhanced through the planned programme of personal, health and social education and is a strength of the school. The curriculum satisfactorily promotes pupils' intellectual, physical and personal development. The school is very aware of equality of opportunity, and promotes this well in the main school. However, brighter children in the nursery often do not receive a curriculum relevant to their intellectual capacity. Pupils are given opportunities to discuss issues and to carry out investigations in environmental studies, mathematics and science, although opportunities to carry out investigative work in the other subjects are less well developed across the school. The effectiveness of the school's strategies for literacy and numeracy enables pupils to apply basic skills across the curriculum areas.
31. The curriculum meets statutory requirements in all subjects except in information technology, and includes drugs and sex education, which are taught through the planned programme of personal and

social education, and specific teaching in Year 6. The school provides a satisfactory range of extra-curricular activities through which the quality of pupils' educational experiences are enriched. Pupils have opportunities to take part in choir, recorders, netball, cricket, rounders, football, gymnastics and athletic clubs.

32. Effective curriculum planning is through long, medium and short term plans. Schemes of work have been developed in all subject areas and this is an improvement since the previous inspection, although some, for example, information technology across the school, and religious education for Key Stage 2, have only recently been introduced. Teachers work hard in key stage teams to plan for the medium term and produce thorough and detailed plans.
33. Weekly plans are satisfactory, overall, and identify learning objectives and assessment opportunities, which form the basis of teachers' on-going assessment of pupils' work. The process of matching the needs of different groups of pupils to the demands of the curriculum is satisfactory. The use of information gained from weekly plans through evaluation of pupils' attainment to plan for next steps in learning is satisfactory, except that the nursery and Year 1 class do not plan together and this affects the quality of planning the next stages of development.
34. Provision for special educational needs is good in both key stages and pupils are able to take part successfully in all areas of the curriculum because work is carefully assessed and graded.
35. The coordinator for special educational needs has an appropriate amount of time set aside to assess pupils and monitor work. The school makes good provision for pupils who work in small groups, and for those who need individual help, by careful analysis of their difficulties and the provision of suitably graded work and sensitive support from teachers and support assistants. All pupils identified as having special educational needs have individual education plans with appropriate medium and short-term targets. These are held by class teachers and used as working documents annotated by all that have contact with the pupils. Provision is also effectively provided for more able pupils.
36. The special educational needs co-ordinator carries out assessments supported by curriculum support assistants with focused observations. These are supported by standardised tests and appropriate help is given from outside agencies, such as the medical services and educational psychologist. Individual education plans are drawn up in consultation with teachers, parents and outside agencies if they are involved. Baseline assessment takes place for reception pupils using a local authority test. Annual reading tests, non-statutory tests and a standardised tests in mathematics take place from Year 3 and information from these and National Curriculum assessments are used to identify pupils for additional support by teachers, the Learning Support Service and external agencies.
37. Provision for pupils with statements of special educational needs and arrangements for the annual review are very good; parents are fully involved. Review procedures for those pupils without statements are carried out termly or more frequently if necessary and all parents are informed and involved in the review process.
38. Curriculum planning ensures that the needs of pupils with different ages and abilities are met in Key Stage 2, but use of assessment to plan work in the nursery and Key Stage 1 is not as thorough. The curriculum for children under five is planned appropriately to the desirable learning outcomes but there is a lack of continuity in planning and thus learning between the nursery and when pupils enter mainstream education, because planning is done in isolation.
39. There is a clear assessment policy detailing procedures for managing assessment. Although satisfactory at Key Stage 2, these procedures are unsatisfactory at Key Stage 1 and for children under five. In the nursery and Key Stage 1, assessment is not used effectively to plan work at a suitable level which challenges all pupils and which measures the progress that pupils make as they move up through the school. Pupils are screened at baseline on entry to full-time education using the local education authority procedures and a simple reading test is also used. There is a thorough and useful system of formal and norm-related testing in place in Key Stage 2 using standardised and optional tests in maths and English. The outcomes are used throughout Key Stage 2 to identify teaching and learning issues to group pupils, and to set targets for improvement for individual and groups of pupils in English,

mathematics and science. There are not procedures in place for information technology and religious education. Assessment in other subjects is managed through the identification of assessment opportunities including in the planning process and the monitoring of individual progress by class teachers.

40. The school has made several improvements in the procedures for assessment since the last inspection. There are closer links between assessment and planning, especially in English, mathematics and science. Setting pupils targets for attainment is firmly established in school and is beginning to support the process of raising attainment.

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

41. The school's provision for pupils' spiritual, moral, social and cultural development is very good and is a significant strength of the school. The provision has improved since the last inspection. Daily acts of collective worship are of very good quality, meet statutory requirements and successfully promote the pupils' spiritual, moral and cultural development.

42. The school's provision for spiritual development is very good. The headteacher provides a clear lead that greatly enhances pupils' spiritual development. Christian values are promoted strongly. Other faiths, values and beliefs are regarded with great respect. Collective worship encompasses celebrations and stories from other faiths. They include opportunities for pupils to sing hymns and times for quiet reflection. Sensitive issues, such as how we look after the old, are addressed well. The content of religious education makes a very good contribution to pupils' spiritual development. The school benefits from very good relationships with local churches, whose leaders come and take part in assemblies.

43. The school's approach to moral education is very good, clearly teaching the principles that distinguish right from wrong. There is a very good, positive behaviour-management policy with an emphasis on reward; pupils know the difference between good or bad behaviour. Moral development is successfully incorporated within the curriculum in a variety of ways. Pupils are taught moral values such as honesty, trust, respect for property, fairness, tolerance and kindness. The school promotes expectations and encourages good behaviour through assembly themes and its personal, social and moral education programme. Moral education is an integral part of every school day. All the adults in the school provide excellent role models for moral development and their strong sense of caring and high expectations for good behaviour contribute significantly to the excellent behaviour in the school.

44. The school's provision for social development is very good. There is a very strong sense of community spirit. School and class rules are prominently displayed and there are constant references to the expectation that everyone will live up to these and support each other. Pupils are praised for good work, effort and behaviour. They compete for their teams in sporting matches and on sports day. There are many good opportunities for pupils to act responsibly and take initiative; for example, when helping new pupils settle into school. Older pupils are expected to take care of younger ones. Pupils in Year 6 have many special responsibilities, including those of lunchtime duties. Pupils develop friendships, successfully face new challenges and grow in independence and self-esteem throughout their time at school. The school aims to promote the ideal of active good citizenship, with individuals making a strong contribution to bringing about change for the good. A sense of social responsibility is encouraged very well in a number of other ways. Money is raised regularly for charities including Comic Relief, The Red Cross and Save the Children.

45. Cultural awareness is very good and is developed successfully through religious education, English, mathematics, art, music, drama, geography, history and off-site visits. Book and poster resources are carefully chosen to present positive images of people with different cultural backgrounds. Pupils successfully take part in inter-school sports and have a choice of extra-curricular clubs. Drama and music are important aspects of the school's cultural life. Pupils take part in role-play, class assemblies for parents and very successful school productions. Visitors to the school include a local author, a poet, a range of charity speakers and Hillingdon Orchestra. Pupils visit the National Gallery and local and London theatres.

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

46. The overall provision made for the support, guidance and welfare of pupils is very good and makes a significant contribution to the ethos of the school. Opportunities for the informal support of pupils and their families are very good due to the approachability of the headteacher and staff. All staff show a committed and genuine interest and concern for the pupils' personal needs. This was noted as a strong feature of the school in its last inspection. The parents' regard for the high quality of educational and other provision is such that they respect the advice given by staff on matters of pupil attendance, attitudes and behaviour and have a great deal of confidence in the staff supporting their children. However, there are weaknesses in the school's procedures for monitoring the pupils' academic progress. Assessment procedures do not always provide sufficient information to fully support the planning for pupils' future progress in all subject areas. Consequently, some parents feel that they are not given the precise information they need to enable them to understand what their children need to do to increase their rate of academic progress.
47. There are very good procedures in place for monitoring the pupils' personal development, and promoting their discipline and good behaviour. Personal development is carefully monitored, supported by the excellent relationships that exist in school with staff who know their pupils well. Initial home visits provide good opportunities for parents to discuss their child's needs with a teacher. Considerable emphasis, particularly in the early years, is placed on furthering the pupils' social development and skills. Lunchtimes are well organised and supervised and successfully encourage pupils to play constructively and to develop a sense of fairness in their dealings with each other. Midday supervisors work closely with teachers to discuss and monitor the pupils' strengths and weaknesses in their personal development. Teacher intervention at appropriate points in lessons and assemblies makes a significant contribution to raising the pupils' self-esteem by making them aware of their individual achievements.
48. The school is fully aware of sources of support for pupils with special educational needs and support services provide guidance for staff as well as supporting individual pupils. Support services are appropriately involved in the identification and assessment procedures. The special educational needs co-ordinator attends regular meetings with other schools. Support is effective and valued by parents.
49. Procedures for child protection and promoting pupils' well being, health and safety are very good. The school's procedures are comprehensive and detailed the school meets the legal requirements for health and safety. Close attention is given to the implementation of the policy and regular risk assessments are made. Sufficient emphasis is given to eliminating and controlling potential risks to the health and safety of school users. Appropriate action was taken on certain risks identified during the week of the inspection. Regular fire drills take place and there are very good procedures to record accurately all those on the premises at any one time. Procedures for administering first aid are very good. Detailed records are kept of accidents and injuries involving pupils, and the subsequent contact made with parents. Two members of staff hold recognised first aid qualifications and all staff have undergone basic training in first aid procedures. All staff are secure in their knowledge of the practices and procedures relating to child protection issues. Governors and parents have approved the programmes of sex education and drugs education taught in science and in personal, social and health lessons across the school. Parents are confident that the school deals with their children's questions in these areas in a legitimate yet sensitive manner.
50. The school calmly and confidently operates a clear framework of rules in which it very successfully manages the behaviour of its pupils. Procedures for monitoring and promoting disruptive and good behaviour are very good. The school's policy for promoting good behaviour is well known by all those connected with the school and skillfully reinforced by staff. This ensures incidents such as bullying and harassment, should they occur, are dealt with effectively and consistently. Good records are kept by the headteacher on the relatively rare incidents of unacceptable behaviour displayed by pupils. Effective use is made of these records to monitor and to eliminate the possible recurrence of such conduct. Teachers make good use of class time, circle time and playtimes to support and guide pupils into behaving in a highly acceptable and responsible manner.
51. Procedures for monitoring pupils' attendance and punctuality are very good. Teachers and governors work together to help pupils recognise and value the importance of regular and prompt attendance at

school and are assisted in this by a major fast food company. Accurate register entries and a separate record of late arrivals help teachers and governors form a clear picture of attendance patterns throughout the school. The school makes good use of this information to dissuade parents from taking their children on holiday during term times. Appropriate use is made of the educational welfare services where families have particular problems in getting their children to school.

52. By their fundraising and their valuable help in school, governors, parents and volunteers make genuine efforts to support pupils in their access to educational opportunities.

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

53. There are good links between the school, its parents and the local community. The genuine partnership the school has with parents is valued highly by both parties and is a significant feature in the good progress made by pupils. Parents are welcome in the school at all times. Teachers are committed to keeping open lines of communication with parents and do this exceedingly well. The school responds positively to parents' suggestions on improvements to school routines, reviewing and changing procedures where it makes sense to do so.

54. A number of parents and adult volunteers give generously of their time to help in classrooms and around the school. Open evenings, class assemblies and school concerts attract a keen level of parental and community interest and support. A small core of parents and staff work hard in raising substantial amounts of money for their school. They have managed to enlist the support of local business organisations to donate prizes for raffles and fetes. Due to the efforts made by parents, pupils have additional resources for English and for their physical education lessons, and much improved facilities for their outdoor play.

1. The quality of information available to parents is very good and is a strength; it has improved since the last inspection. The school uses a number of ways to communicate with parents. Parents particularly appreciate the information given to them orally during informal chats and formal consultation sessions on their child's progress. Alongside news on school events, newsletters cover issues such as how to save money on shops and services or how best to help children learn their spellings. Parents appreciate being regularly advised of topics planned for their child's class as this helps them prepare their children for specific lessons. On entering the school building parents and visitors share the buzz and excitement of learning that the school successfully promotes through colourful displays and exhibits of the work, activities and experiences of the pupils and staff.
2. The annual reports on pupils' progress give good indications to parents on work their children has covered in lessons, good detail on what they know and can do but do not always show what their children need to do to improve. Parents of pupils with special educational needs are very involved in the early identification of their child's needs and in the subsequent review meetings to discuss the progress made. A special meeting is held for all parents with children with special needs at the beginning of the school year. Those who do not attend, or do not attend reviews, are given a further opportunity to meet to discuss their children's needs.
3. The new prospectus is an attractive document and used as a convenient point of reference by new and existing parents.
4. Parents give good support to their children's education at home, helping with reading practice and research for topics and in-school competitions. Most parents support the school's homework policy and the essence and spirit of the home/school agreement. Pupils' reading diaries provide a good home/school link, but these are presently underused. The good support given by many parents has a positive impact on the pupils' progress in lessons.
5. The school interacts well with the local community and its involvement in various aspects of school life is good and is actively encouraged and demonstrated. Over the course of the year, visits locally to places of educational interest, visiting theatre groups, authors, poets, musicians and others add interest to the pupils' lessons and assemblies. Their spiritual, moral and social development is furthered by the worthwhile links made with charitable organisations and local churches. Links with other local schools

and community groups have been maintained and in some cases extended since the last inspection. Good work experience students are valued for the support they give in classes. Local residents hold meetings at the school and provide help with reading, gardening and Christmas celebrations. Close working relationships have been formed with teachers from a number of schools in the immediate area, including those to which most pupils will transfer. These links are of benefit to the pupils in helping them adjust to the next stage of their education.

65. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

65. **Leadership and management**

6. The headteacher and governing body provide strong and effective leadership, and this is a strength. The headteacher is a visionary leader, and strongly influences the life of the school. He works closely with the governing body which is well informed, supportive and committed to raising standards. It and the senior management team support and guide staff and pupils well. The school has a very positive ethos, which is nurtured by the headteacher and governing body and there is a commitment to achieving high standards of learning for all pupils throughout the school. The governors are confident in the staff of the school, and this confidence is shared by parents, who are encouraged to become involved and who find the management approachable. The development plan is comprehensive, detailed, realistic and forward-looking and links well to the school budget and shows how the school measures its success.
7. Since the last inspection report, the school has maintained its very good ethos. The standards of attainment have improved considerably in English, design technology and geography in Key Stage 2, though there is still work to be done to raise attainment in information technology further. There has been satisfactory improvement in the links between the key stages, but co-ordinators do not always have a clear overview of skills required in each year for their subject, and how these should develop across the whole school. There has been good improvement in the quality of teaching and in using teachers' expertise to teach subjects; this is particularly evident in the teaching at the upper part of Key Stage 2.
8. The headteacher, governors, senior management team and coordinators monitor teaching and the quality of the curriculum very well. This is particularly strong where the new strategies for literacy and numeracy have been introduced. Finances and the school development plan are monitored closely through the governing body, both are evaluated and reviewed regularly. Priorities are altered as the needs of the school change and this is a strength.
9. The special educational needs co-ordinator manages this area well. There is good support from the designated governor for special educational needs who has undergone relevant training and makes a strong and positive contribution to the school's ethos. Special educational needs support staff are organised well and systems are effective.
10. There is a strong commitment to achieving equal opportunities for all pupils and, apart from in the nursery where the more able pupils are not challenged sufficiently, this is achieved and the curriculum meets the pupils' needs.
11. The governing body meets in full its statutory obligations, except that the information technology curriculum is not fully taught.
12. The special needs co-ordinator is well qualified for the post and provides strong leadership. The named governor for special educational needs meets regularly with the special needs co-ordinator to discuss issues and monitor progress.

72. **Staffing, accommodation and learning resources**

13. The school is generously staffed. The school places a high value on the importance of good levels of

staffing to ensure the effective delivery of the National Curriculum.

14. Teaching staff are well qualified and have an appropriate range of experiences. Good progress has been made since the last inspection in ensuring teacher expertise is more fully utilised. Teachers are now confident in teaching Key Stage 2 science and geography. The school has not yet addressed training teachers to competently tutor the programmes of study for information technology. Teachers work effectively together, both within key stage and across the school. They share a strong commitment to the aims of the school. The nursery teacher is absent on long term sickness leave and this vacancy has been filled with two teachers as a job share, resulting in loss of continuity for children, parents and the nursery nurse. This has an adverse effect on the quality of provision and is a staffing weakness. The pupil-teacher ratio at this time in the year is more favourable than the national average, particularly in Key Stage 1. Support staff provide a good level of help for pupils with special educational needs. The administration staff provides satisfactory support to the headteacher and governing body in financial matters. A hard working team of midday staff, together with the school keeper and cleaning staff, make a very good contribution to the smooth running of the school.
15. Teachers are appraised regularly. There is good professional development both within school and from outside sources. Induction procedures are satisfactory and a good staff handbook has been prepared. The newly qualified teacher is given a high level of support by a mentor and by school colleagues. Every member of staff has a detailed job description. The arrangements for staff professional training are good and meet the corporate requirements of the school and the individual professional needs of both teachers and other staff.
16. The accommodation is good for the national curriculum to be taught effectively to the current numbers of pupils on role. The school buildings occupy a spacious site. There is adequate space for all practical activities and good facilities for outside games, adventure play and other curriculum activities. The buildings' external condition and grounds are well maintained, except for the nursery. There is no vandalism or graffiti. Classrooms are sufficient in number and are generally adequate in size for the number of pupils on roll. They are used effectively by the teaching staff to create a pleasing environment. There is only one hall, which supports all the school's gymnastics, music, and drama lessons plus assemblies and is used as the dining room at lunchtimes. There are two libraries, which are adequate in size. The school kitchen has been very well converted into a food technology room and provides teaching space for group learning support and music. Corridors and classrooms are most attractive and there are many quality displays of pupils' work in all areas of the school that serve and enhance pupils' learning and celebrate their achievements. The quadrangle has become a good feature of the school. The wooden sculptures made from a felled school tree set in a Japanese style garden provide a spiritual calming element for all pupils and staff to enjoy.
17. Learning resources are good for English, physical education and religious education and are adequate in the other subjects. The libraries are well stocked with books and effectively organised. The three-dimensional material resources for design and technology and art are a weakness. Pupils are encouraged to take care of the resources and they are maintained in good condition.

77. **The efficiency of the school**

18. The school manages its available resources very well. The school development plan clearly shows direction for the school and is an effective guide to the prioritizing of expenditure. Each item is accompanied by a realistic estimate of costing which effectively assists the budget process. Planning for the budget is very carefully carried out before the beginning of the financial year and there is full staff consultation and involvement from the governing body. The finance committee of the governing body is actively and effectively involved in budget preparation and closely monitors monthly expenditure. The annual budget is approved by the full governing body, usually in May, and receives regular financial reports at its meetings from the finance committee.
19. The level of financial control and school administration is satisfactory. The headteacher and finance assistant manage the day-to-day financial procedures of the school efficiently. The systems in place ensure that the school runs smoothly and that money is handled securely. Income and expenditure are carefully recorded with sound use being made of available technology. There are effective systems for

monthly checks on expenditure and for secure cash processing which provide a sound level of internal control. Private funds are audited annually and presented to the governing body. Other day-to-day administrative procedures are effective; communication systems within the school are good and parents are kept well informed about events and special activities. Office staff work in an efficient, calm and professional manner and support the school's work well. The last external audit was some six years ago and the recommendations of that report have mostly been implemented although the inventory and annual check are not fully in place.

20. Very good use is made of teaching staff in providing a supportive and productive atmosphere. Teachers are deployed well and non-teaching staff are used very effectively to support special needs and lower ability pupils. Caretaking and cleaning staff conscientiously carry out their duties in maintaining a very clean environment.
21. Good use is made of the building, which provides a welcoming, pleasant and stimulating learning environment for the children. The outdoor site is attractive and also used well. Good use is made of learning resources except those for information technology, which are underused. Value for money is conscientiously pursued in all purchasing decisions. Incomes from the Standards Fund and for pupils with special educational needs are all used effectively and subject to the same rigorous accounting procedures. The school provides funding from its own budget for support staff to help lower ability pupils and those with special educational needs. These are well trained and effective and represent good value for money.
22. Since the last inspection the school has made sound progress in addressing issues identified in the report except for improving the standard of information technology. Income and expenditure levels are below average compared with most schools nationally. Taking into account the pupils' level of attainment on entry to the school and the good progress they make, the excellent relationships and behaviour, the very good provision for spiritual, moral, social and cultural development; the very good links with the community and the very good leadership and financial planning, the school provides good value for money.

82. **PART B: CURRICULUM AREAS AND SUBJECTS**

82. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

23. On entry into the school, attainment for most children is below that expected nationally. By the age of five most children attain expected standards in the areas of personal, social and physical development but are below average in language and literacy, mathematics, knowledge and understanding of the world and creative development. The children make satisfactory progress in the areas of learning overall, and good progress in personal, social and physical development.

83. **Language and literacy**

24. The children enter school with weak conversational skills and a limited spoken vocabulary. The nursery activities foster satisfactorily children's language and literacy skills. Children listen attentively, enjoy story time and become engrossed with the story line. Their language is developed well and vocabulary is increased through play, which is encouraged by staff through careful intervention. Children take roles in the home corner and talk about their experiences and interests during registration time. Children are encouraged to recognise and write their own names beneath the teacher's example. A routine of self-registration is in place where children recognise their name and post it in a box when they enter the nursery. They acquire sound basic reading skills in a structured way as relevant parts of the literacy hour strategy are taught. The children enjoy looking at and talking about the 'Big Books'. Children take home library books, but not school reading material, and this is inconsistent with the good practice found in school. Teaching is never less than satisfactory, language extension through play is thorough and planning ensures ample opportunities for this.

84. **Mathematics**

25. Mathematical skills on entry are below those expected for children of similar ages. Children make sound progress in counting skills, number recognition and mathematical language through a range of relevant practical experiences. They sort objects suitably and several count beyond five. Through role-play, children become used to handling money. Sand and water play reinforces their understanding of capacity and volume. Children make satisfactory progress overall; even so most do not reach the expected levels by five years of age. Staff have secure knowledge of mathematics and numeracy teaching; planning does not ensure, however, that children of all abilities receive activities suited to their needs in order for them to make better progress. Resources are used well.

85. **Knowledge and understanding of the world**

26. Children observe, explore and describe the world around them through activities linked to topic areas. They look carefully at the sunflowers they plant as seeds and watch them germinate and grow. They become fascinated with the 'seed heads' when examined through a magnifying glass. Magnets are a source of wonder when sorting materials that are metal - they show a keen interest in the objects around them. Some children know the technical vocabulary associated with the computer but require further basic knowledge on how to operate equipment and to work independently. Teachers ensure that the children use the 'office' in role-play on a regular basis. Children do not readily know the days of the week, but can confidently tell the day's weather. Although children make sound progress in this area, they do not have a wide grasp of understanding of the world around them and attainment is still below that expected by age five.

Creative development

27. Children make satisfactory progress. They produce paintings of lorries, cars and other transport, fun spiders and mouse masks to reinforce letter sounds for reading. They sing nursery rhymes and recite the jingles with rhythm and excitement. Children try hard in activities but they are often not given the opportunity to explore and their work lacks imagination, colour and flair. Teachers offer many varied activities for creative work, although the brighter children are not always encouraged to extend their learning. They use resources effectively and ensure that they are near to hand, so that children are

beginning to take things out and put them away; this helps to develop independent learning skills.

87. **Physical development**

28. Physical skills are developed well and many children have an appreciation of rhythm and enjoy moving to the sound of a tambourine in their physical education lessons. They adapt their body movements well. They make satisfactory progress when they handle pencils, crayons and brushes. They play with construction kits and small apparatus with increasing control. They spread icing on to biscuits in food technology when making spiders, and made good progress in holding beakers and selecting fruit at snack time. The children are taught physical skills in the school hall during specified times and this contributes to the good progress they make. Children have ready access to very good outdoor play facilities which further develop their physical skills at a more challenging level. Teachers plan so that all children use the hall regularly to encourage and develop their spatial awareness, balance and social skills. Teachers are confident to teach this area.

88. **Personal and social development**

29. Children attain the level expected in their personal and social development. They obviously enjoy their time in the nursery which provides a safe and calm atmosphere. Children listen carefully to the supportive staff. The caring ethos and the establishing of routines early help to promote their independence in selecting and choosing equipment and materials. Children readily share equipment and patiently wait their turn. Staff pay particular attention to this area and encourage co-operative play and develop the sense of what is fair. Staff are successful in that most children reach the levels expected by age five.

30. The teaching is satisfactory. Staff know the development needs of the children under five well. However, although the children are provided with a range of activities, these lack challenge for the most able and an environment which stimulates and enthuses the children to learn is not provided. Learning objectives are clearly identified in the planned programme, but are not always focused sufficiently on the full range of ability in each group. Assessment is through observation of task and discussion with children but often is not matched closely to the needs of individual children or to the objectives being taught. Opportunities are sometimes missed to extend learning, for example, at snack time children are not encouraged to pour their own drink. Many of the activities offered are over-directed by staff and children are not encouraged sufficiently to become independent learners. Brighter children in particular often do not receive a curriculum relevant to their intellectual capacity. Management of children and relationships are very good. The teachers and nursery nurse work well together as a team. The nursery nurse works well with the children and has formed good relationships with teachers and the rest of the school.

31. The induction of children into nursery is thorough. New children enter the nursery each term and the school manages this situation well. Parents and children are well prepared for nursery through a series of meetings and visits to the school. The staff also make a valuable home visit. Children are given opportunities during the visits to see other children enjoy all aspects of the nursery session. There is a comprehensive programme of induction into the school's reception class. This is a strength of the school.

32. There are some weaknesses in the quality of accommodation, the covered area leaks when it rains and this affects both the delivery of the curriculum and valuable staff time. Although staff try hard to provide interesting displays, the inside accommodation is dowdy and in need of redecoration in order to raise the learning ethos and to provide a rich and stimulating environment. The outside area is appropriately surfaced with grass and hard play areas and is secure from dangers.

92. **ENGLISH, MATHEMATICS, SCIENCE, INFORMATION TECHNOLOGY AND RELIGIOUS EDUCATION**

92. **English**

33. Pupils enter the school most with below average ability; they make good progress and attain average levels in English: speaking and listening, reading and writing. They continue to make good progress as they move through the school and, by the end of Key Stage 2, their attainment is above average when compared to pupils of a similar age. This is an improvement since the last inspection.

34. The 1998 test results for pupils at the end of Key Stage 1 show that attainment in reading was above average and for writing was average in comparison to all schools. When compared to similar schools they show that performance was well above average for reading and above average for writing. The percentage of pupils gaining the higher grades in reading was close to the national average, and for writing was below the national average. The preliminary results for 1999 show that the number of pupils attaining average and higher grades in reading and writing has risen. However, the national comparative data are not yet available.

94. *Speaking and listening*

35. By the end of Key Stage 1, standards in speaking and listening are broadly average. Pupils listen attentively, talk about the content of stories with each other, and give relevant answers to the questions asked of them. A few lower attaining pupils give short answers to questions and are unable to extend their ideas fluently, but most use grammar appropriately. By the end of Key Stage 2, standards in speaking and listening are above average. Most pupils communicate fluently and express their ideas confidently. They adapt their form of speech to the audiences' needs and their conversation is interesting to the listener. They discuss the library, how it is organised and which work they prefer or find difficult in a sensible and mature fashion. Most pupils, including those with special educational needs, make good progress overall as they progress through the school.

95. *Reading*

36. By the end of Key Stage 1, most pupils have average levels of attainment in their reading. They read fluently and with accuracy and expression. Most pupils read fluently, and can predict the plot. Higher attaining pupils can retell the story and identify their favourite part, referring to the text to illustrate their answer. Below average readers read hesitantly; however, they are beginning to use picture and context cues to assist themselves when tackling different words. Pupils are less used to using a dictionary correctly to help develop their understanding of vocabulary.

37. By the end of Key Stage 2, most pupils have above average standards for their age in reading. In guided reading, pupils show an appropriate understanding of the main themes of biography and autobiography, for example when studying the author Roald Dahl. They can locate information using a range of techniques, including skim reading and the use of contents and a glossary. However, pupils find it more difficult to locate specific information in the library and are weak in using information technology to search for information. Most pupils read accurately and fluently, and pupils with special needs also read well for their ability. Higher attaining pupils successfully discuss the main themes, characters and authors in-depth. They understand very well how books can be written in different styles and show their own preferences for these. Pupils of different abilities read a range of texts with ease and interest.

97. *Writing*

38. By the end of Key Stage 1, most pupils attain average standards in writing. Most pupils in Year 2 form letters accurately, but handwriting and presentation are often untidy and inconsistent in size. Few use a cursive handwriting style, and this affects the speed and flow of their written work. They know the purpose of capitals and full stops, and higher attaining pupils use question and speech marks accurately and are beginning to develop their ideas well in their writing. Most pupils use basic grammatical

structure correctly and choose words for effect when writing. Spelling is average, with most pupils correctly spelling common words and making good attempts at spelling unfamiliar words. Pupils develop the ability to apply their knowledge and understanding to improve their performance; however, few use personal dictionaries to help them with spellings unless they are reminded.

39. By the end of Key Stage 2, pupils' attainment in writing is above average. Pupils write in a consistent style, showing a satisfactory range of forms and genre. They make effective use of punctuation, to add variety and meaning. Higher attaining pupils use complex sentences in writing a biography. They make good use of descriptive words, and know how to use metaphor and simile to add interest to their writing. Pupils confidently write in different styles and know how to change their writing from the first to the third person. They use punctuation well, using exclamation, question, speech marks and commas in their text to make their meaning clear. They make good use of descriptive words and language to extend their ideas and write consistently, using language appropriately to extend their ideas. Pupils make good progress in Key Stage 2, particularly in Years 5 and 6. They increase their ability to use written language for a range of different purposes and punctuation with increasing accuracy. Pupils with special educational needs make good progress in both key stages.
40. Pupils' attitudes throughout the school are very good and, at times, particularly in the upper part of Key Stage 2, they are exemplary. Pupils behave extremely well and show sustained levels of concentration and interest in their work. They listen attentively and are keen to be involved in lessons, answering questions with enthusiasm and joining in discussions. They show high levels of responsibility in managing their own learning during group activities, and settle quickly into activities. They organise themselves well, and assist each other when necessary; for example, when using a dictionary. They relate to each other, and to the adults around them, and show good appreciation for the contributions of others.
41. The quality of teaching is good in Key Stage 1 and very good in Key Stage 2. Teaching shows a good improvement since the last inspection. A particular strength of teaching at the upper end of Key Stage 2 is the teachers' very good subject knowledge; this allows for high expectations of what pupils can do and understand. Lessons are very brisk and this increases the rate of progress and the amount of work that pupils do. Objectives are clear and lesson introductions are animated, lively and extremely interesting and this motivates the pupils to succeed even if the task is difficult. Activities planned have sufficient challenge for different abilities within their classes and they make good use of questioning to develop pupils' understanding of key ideas in poems and text and to monitor pupils' progress and understanding. In Key Stage 1, teachers organise their classrooms well, and provide pupils with the opportunity to work independently and this contributes to the progress they make. They make good use of resources, and support pupils effectively in their learning. Effective use is also made of non-teaching support to achieve this. Information technology is not used consistently to support all areas of English, though basic word-processing is used in some classes. There were some weaknesses in individual lessons where work was not always matched to the needs of all ability groups in the class, and there were few opportunities to review learning and provide guidance.
42. The school has made a very good start to the National Literacy Strategy and the potential for development is good. The subject co-ordinator has worked extremely hard to coordinate the strategy, and the National Literacy Framework now forms the basis of the school's scheme of work. The subject co-ordinator's role in monitoring the quality of teaching and learning, and the successful implementation of the strategy for literacy, have extended to the observation of lessons, and sampling of pupils' work. This is an improvement since the last inspection. However, although pupils' progress is regularly monitored and assessed, and effective use is made of the information gained to inform future planning, there is less evidence of monitoring of systematic skill development across the whole school, as in handwriting and spelling. Resources for English are good overall. There is a good range of fiction books in classrooms. The number and quality of both fiction and non-fiction books in the libraries are satisfactory, though they lack a key so that pupils may find them easier to use. The school has made sound progress since the previous inspection in improving pupils' rate of progress in all aspects of English.

102. **Mathematics**

43. Pupils' attainment at the end of Key Stage 1 is average and at the end of Key Stage 2 is above average when compared with other pupils of the same age. Progress is good across both key stages.
44. The end of Key Stage 1 National Curriculum Test results for 1998 show that the proportion of pupils reaching Level 2 or above was well above the national average, whilst of those attaining the higher levels the proportion was close to the national average. The performance of pupils at Key Stage 1 over the past three years is above the national average. Compared to similar schools, results at Key Stage 1 indicate that pupils achieve well above average. At the end of Key Stage 2, the results of the National Curriculum Tests for 1998 show that the proportion of pupils reaching Level 4 or above was above the national average. The attainment of pupils at Key Stage 2 over the past three years is, however, below the national average. Compared to similar schools, results at Key Stage 2 indicate that pupils achieve above average. However, at Key Stage 2, the school has made appropriate provision for raising attainment in mathematics by regular testing and pupil target setting, termly reviews of standards and closer monitoring by class teachers and the co-ordinator. This has resulted in an improvement in the 1999 test results and this is confirmed from looking at pupils' work. The school has satisfactorily implemented the National Numeracy Strategy and this has had a positive impact on standards.
45. Pupils make good progress in both key stages. Year 1 pupils count forwards and backwards and add to 10 by using dots on dominoes or fingers and read and write the numbers involved. Year 2 pupils recognise numbers to 100 and write the number in words. They count in twos, fives and tens, round up two digit numbers to the nearest 10 and add and double numbers up to 20 and are beginning to have a sound understanding of place value. They recognise odd and even numbers and devise strategies to add tens and units. Pupils measure in standard and non-standard units, describe two and three-dimensional shapes and recognise and draw lines of symmetry.
46. Pupils in Year 3 add tens and units to 100. They count forwards and backwards by tens and can count on in ones and tens using a 100 square. They recognise and name two and three-dimensional shapes. Pupils in Year 4 count on in twos, threes, fives and tens, and read and write whole numbers to 1000. They investigate the properties of solid shapes in relation to sides, faces and vertices. Most develop a sound understanding of place value and are confident when adding 1, 10 and 100 to a number. Year 5 pupils recognise equivalent fractions and understand improper fractions. They devise their own strategies to solve mathematical problems. Year 6 pupils identify equivalent fractions and find fractional parts of numbers and amounts. More able pupils work out discounts involving percentages. Pupils recognise acute, obtuse and reflex angles and use a protractor to measure the number of degrees in the angle. By the end of the key stage, most pupils set out their work clearly and neatly and make good progress in applying mathematics to new situations and applications.
47. Pupils have good attitudes at Key Stage 1 and very good at Key Stage 2. They show keen interest in what they have to do, readily join in question and answer sessions and most sustain interest, sometimes for long periods. They co-operate well, share information and respond positively when in group or paired tasks. They are very courteous to adults and each other. Their behaviour is usually very good and most remain on task even when not directly supervised. Most pupils are keen to succeed and enjoy success, respond to praise and listen very well to explanations and instructions. Pupils with special educational needs make good progress. Pupils who are below average ability make good progress.
48. The quality of teaching is good in both key stages. Lessons are well planned with the best promoting good use and application of mathematics. Teachers have a good subject knowledge with some showing expertise in Key Stage 2 which is used very effectively. They use resources well and manage pupils with understanding and sensitivity. Teaching methods are generally matched to the needs of all pupils, although the learning of higher attaining pupils is not always sufficiently extended. Although some teachers do give work at different levels of difficulty to good effect, this is not always consistent throughout the school. Daily, weekly and medium term planning is based on the National Numeracy Strategy, and ensures that skills build systematically between classes and key stages. However, information technology is rarely used consistently or effectively to support mathematics. Homework is set on a regular basis to consolidate understanding and learning.
49. The school has a balanced curriculum in mathematics, and has a high profile within the school with the introduction of the National Numeracy Strategy. Assessment is not used as well in Key Stage 1 as in

Key Stage 2 to ensure that work is planned which suits the needs of all pupils, because there are limited procedures in place. The recently appointed co-ordinator is enthusiastic, undertakes effective monitoring of teaching and learning and gives good support to colleagues. Resources are both adequate and readily accessible.

50. Changes since the last inspection are positive. They include the introduction of monitoring the curriculum, new resources and improved assessment and target setting.

110. **Science**

51. Pupils' attainment is average at the end of Key Stage 1 and above that found nationally by the end of Key Stage 2. Progress is good throughout the school.
52. Observations of pupils' work in school confirm the standards attained in the most recent national tests. Standards of attainment in Key Stage 1 have risen slightly while those in Key Stage 2 have improved significantly since the last inspection in 1996. Teacher assessment of pupils' attainment at Key Stage 1 has remained constant year on year with 97% pupils attaining Level 2. No pupil achieved the higher levels and this is below the national average. The results of the 1999 results reflect a similar pattern. In the 1997 and 1998 tests, Key Stage 2 pupils reached standards which were equal to the national average. The results of the 1999 test show an increase in standards but there is at the time of inspection no comparative national data available.
53. By the end of Key Stage 1, pupils accurately state the sources of sound and that sound can be made in a variety of ways. They sort natural and processed materials and know which are attracted to magnets. Pupils accurately record the life cycle of a sunflower and a frog. When rolling a toy car down a ramp on to various materials to test out friction, they hypothesise on which surface the car will go the furthest and state why they think this is so at the end of the experiment.
54. By the end of Key Stage 2, pupils know that, when planning a scientific investigation, variables may change and constants remain fixed. They make predictions and give very good scientific reasons for their thinking, often using correct vocabulary when describing the workings of the digestive system. Most successfully classify animals and categorise plants accurately. Their understanding of the movement of earth to give night and day and seasons is accurate. The majority of pupils pick out patterns and make good hypotheses. They successfully apply their knowledge to practical work, for example when studying the effects of acid rain on trees.
55. Pupils have a broad knowledge of all elements of the subject, but lack opportunities to engage in independent enquiry and to extend their investigational skills. Pupils' knowledge of scientific vocabulary is good; this is encouraged by the teachers' good use and explanation of relevant words. Pupils with special educational needs receive good support and are presented with tasks appropriate to their needs.
56. The subject makes a sound contribution to pupils' literacy and numeracy skills. Pupils' recording, observing and measuring are carried out with care and accuracy. Insufficient use of computers for research or exploring significantly hampers their skills in research. At both key stages, pupils handle equipment safely.
57. Pupils make good progress in their knowledge and understanding of topics related to living things, materials and physical processes. Pupils develop a growing appreciation of how to perform a fair test and increase their understanding of key investigational skills as they advance through the school. Pupils with special educational needs make sound progress in relation to their individual targets. This is a significant improvement since the last inspection when progress was reported as being uneven and older pupils were not fully extended.
58. Pupils show very good levels of concentration and perseverance and have good attitudes to science, clearly enjoying their work. They behave well inside the classroom. They work well in mixed gender groups and offer sensible, constructive ideas in class discussions. They settle very well to written tasks and handle science equipment carefully. Pupils can be relied on to work responsibly, even when not

directly supervised by a teacher.

59. The quality of teaching is good overall. Teachers have good subject knowledge, understanding and enthusiasm, which they convey to their pupils. Lessons are clearly planned and well matched to pupils' differing abilities. Teachers use very good questioning techniques, using precise scientific vocabulary to make pupils think very carefully about their answers. They often use specific language and the opportunities they provide to develop pupils' language in discussion times enable pupils to use technical vocabulary very well. Teachers have very good relationships with their pupils and trust them to behave well in investigations where they are not directly supervised all of the time. Lessons are well paced and teachers have clear and realistic expectations of what they want pupils to complete in a given time.
60. The subject co-ordinator's role in monitoring the quality of teaching and learning has improved since the last inspection, since pupils' work is sampled and lessons are observed to judge the progressions of skills and quality of work. The curriculum is broad and balanced and provides a stimulating range of experiments and scientific activities. However, in Key Stage 1 assessment is used less well than in Key Stage 2 to plan work for the different groups of attainment. Resources are good and are organised well.

120. **Information technology**

61. Attainment in information technology is below expectations at the end of both key stages and provision has deteriorated since the last inspection. Only a few observations were made of pupils using computers, as they were not always switched on or being used in classrooms. This lack of opportunity for regular use inhibits pupils' attainment and progress.
62. By the end of Key Stage 1, pupils use computers for word processing simple lists and stories and to learn techniques such as changing font, colour and size. Most have limited knowledge of the keyboard and position of the letters. With assistance, pupils understand how to enter information, to sort and classify data and print out the results as line, bar or pie charts. Reading activities are extended with the use of talking stories. They investigate aspects of real or imagined situations when using simulation and decision making programs. An art program is used to draw pictures successfully. However, most have limited awareness of the benefits of using information technology and its applications in the home and wider world.
63. By the end of Key Stage 2 attainment is very variable with those pupils having regular access to a computer at home being more knowledgeable. Pupils are beginning to use word processing to edit and redraft their written work. However, examples of previous work show very limited use of data handling and the constructing of questionnaires, and using these to construct graphs and charts. Information technology is not used widely in art, music, mathematics or science. Pupils have had very limited experience of controlling a screen turtle or the control of machines or sensors by computers. Not all are competent in turning the computer on or can confidently log on and off independently. Although a small number change font, colour and size of text successfully, few can add to and find stored information independently. A few more able pupils confidently use CD-ROMs, such as an encyclopaedia, to search for information to support history and geography topics. Most pupils have a limited awareness of the use of information technology and control in the wider world such as in libraries, supermarkets, banking, industry and in home appliances.
64. Pupils in all age groups, including those with special needs, make insufficient progress in most aspects of their general skill development through the school. In both key stages, progress is unsatisfactory although this varies between classes and year groups. It is largely dependent on teacher knowledge and expertise, and regular use of the computer. In Year 1, pupils use the mouse and function keys to write a list and this is extended in Year 2. Pupils in Year 2 learn to save, retrieve and print out their work with adult help. In Year 4, pupils use information provided by the teacher to compile a database and print out charts. Year 6 pupils use a word processor to write stories, change font and colour and more able pupils input pictures and use a spell checker successfully. There is no difference in the progress of pupils of different gender, race or background although the progress of those pupils who have access to a computer at home is better in some areas such as word processing and accessing information using CD-ROMs. Pupils with special educational needs make limited progress because, although they receive the necessary support, there is limited access to the computer on a regular basis.
65. Pupils' response is good in both key stages. When they are given the opportunity to use the computer, they work well individually or in small groups, sustaining interest and enthusiasm. They show respect for each other and the equipment and have positive attitudes to their work. Those pupils who have access to computers at home often assist those whose knowledge is not so advanced. These more able pupils often use home computers effectively to search for information and support work undertaken in the classroom.
66. There were very few instances of specific teaching observed during lessons, especially in Key Stage 2 as computers were often not in use. In the three short lessons seen in Key Stage 1, the quality of teaching was satisfactory. Teachers in these lessons show sound subject knowledge and choose software and activities appropriately. During the inspection at both key stages, computers were often switched on but were not in use and opportunities for the teaching of information technology to support the curriculum were often missed. When computers were used, teachers managed pupils satisfactorily and encouraged them to work independently. However, on a few occasions pupils were left to get on with their work on their own and at times needed adult help which was not forthcoming. Discussions with pupils about

their previous work show that, in the past, an insufficient range of experiences has been offered and that overall teaching in some classes has been unsatisfactory. It is clear that some teachers lack knowledge and understanding and have yet to grasp the opportunity to use information technology effectively to support other areas of the curriculum.

67. The newly appointed co-ordinator shows commitment and enthusiasm and gives good support to colleagues. There are clear plans for the subject to improve, which include purchase of more machines and essential staff training. A thorough audit of resources and software has been undertaken to establish future needs. There is a sound policy and a very recently introduced scheme of work based on national guidelines, which has not yet had time to take effect to raise standards. The school lacks a whole school approach to assessment, and this affects pupils' progress, as tasks do not appropriately build on pupils' prior knowledge. Whilst all teachers include brief plans for their classes in their medium term summaries, they do not sufficiently define how the necessary skills, knowledge and understanding will be organised and managed as pupils move through the school. The school has identified information technology as an area of weakness and plans are in place to improve the situation.
68. The school has a mixed ranged of computers and this is insufficient for the future demands of the curriculum. Not all have working colour printers attached, limiting their effectiveness. Other resources, for example, tape recorders, televisions with video recorders, keyboards and calculators, are satisfactory and are used well to support learning. The suitability and range of software resources for supporting other areas of the curriculum, including CD-ROMs, is satisfactory but these resources are underused. Since the last inspection, standards have deteriorated as the demands of the subject have increased. This has been compounded by the departure of a very knowledgeable co-ordinator.

128. **Religious education**

69. Pupils' overall attainment is above the expectations of the locally agreed syllabus at the end of both key stages.
70. By the age of seven, the majority of the pupils have a keen awareness and understanding of major religious festivals such as Christmas, Hanukah and Diwali. Most have a good understanding of values and feelings such as caring and fairness and relate these to everyday situations and stories from the Old and New Testaments of the Bible and from other religions. Pupils know that religious books, such as the Bible and Qur'an are special.
71. By the age of eleven, pupils show a clear understanding of values and sensitivity associated with living in a multi-faith society. They successfully build on previous knowledge and develop an understanding of the importance of the Bible to Christians and holy books to other religions. They know that religions have different customs, holy books such as the Bible, Torah and Qu'aran, and places of worship such as a church, mosque and synagogue. They have a sound understanding of Christianity, and a good awareness of Islam, Hinduism, Sikhism and Judaism, through stories, pictures, and artefacts. They know about the major festivals associated with these and understand that religious stories convey important messages about good and evil. They know about people who have been influenced through faith in both Christian and other religions.
72. Pupils' progress is good in Key Stage 1 and satisfactory in Key Stage 2 as the very recently introduced scheme of work has not yet had time to take effect. In Key Stage 1 pupils develop an increasing understanding of moral issues, Christianity and other religions through stories, pictures and visits. In Key Stage 2, pupils build successfully on previously learnt knowledge of other religious beliefs and festivals. They develop their understanding of the development of Christianity through Bible stories, role-play and visits to the local church. They learn that everyday practices such as giving and caring are common to other religions. They develop a good understanding of other religions such as Islam, Sikhism, Buddhism, Hinduism and Judaism through looking at artefacts and pictures, and listening to stories. Year 3 through role-play understand the value of family life and living together, of sharing and caring. Year 4 pupils learn about Moses and the flight from Egypt and relate this to struggles in life. Year 5 pupils learn about the Christian rites of passage from baptism through to death and relate these to their own lives and those of people they know. Year 6 pupils develop a clear understanding of the importance of faith for other famous people, for example Florence Nightingale and Mother Theresa

73. Pupils throughout the school respond very positively to aspects of religious education in lessons, assemblies and as part of their programme of personal and social education. Many participate enthusiastically in discussions about aspects of religion such as festivals. They respond positively to stories and other opportunities such as circle time to express their feelings and views. The very good relationships within the school and the way pupils respect each other's beliefs and values and celebrate cultural diversity through religious education activities constitute a particular strength of the school.
74. The quality of teaching at both key stages is good and often very good. Most of the teaching is undertaken by the co-ordinator who teaches all classes at Key Stage 1 and two of the classes at Key Stage 2. Teachers show a clear understanding of the curriculum, have very good subject knowledge and use story telling well. A variety of teaching strategies is used effectively, such as role-play and dramatisation. Very good use is made of question and answer sessions to assess pupils' understanding, and to further their knowledge. Teachers manage pupils very effectively with sensitivity and understanding, and relationships with pupils are very good. Good use is made of resources and they are used effectively to develop pupils' knowledge and understanding. The strong caring ethos within the school, where all are valued, strongly promotes an atmosphere where pupils can relate their understanding of religious teachings to their personal, social and moral behaviour.
75. There is a good clear policy and very good scheme of work, based on the locally agreed syllabus, which for Key Stage 1 has been in place for three years. This ensures continuity and progression in learning. Medium and short term planning is also good. The enthusiastic co-ordinator has clear vision for the subject, thoroughly monitors planning of those classes she does not teach, and offers good support and encouragement to colleagues. There is a good range of teaching and support materials which includes a range of artefacts to cover the major religions studied. The curriculum is further enhanced with some good displays in the classrooms, visits to local places of worship and close contact with the local Christian vicar.
76. Progress since the last inspection has been positive. A whole school comprehensive scheme of work based on the Hillingdon Agreed Syllabus has been developed and put in place which ensures very good continuity and progression.

136. **OTHER SUBJECTS OR COURSES**

136. **Art**

77. Most pupils, including those with special educational needs, make good progress across both key stages. The representational drawing and painting of plants and other objects across the key stages is a strength. In Years 1 and 2, pupils use a wide range of materials including chalk, paint, clay, paper and card to make friezes, collages and posters.. They learn to mix colours and to represent light by putting different shades next to each other and observe carefully so that they draw and colour with increasing accuracy. Most have a good understanding of famous artists such as Picasso and make good efforts at copying the position of facial features in his style. When designing geometrical patterns, they show good appreciation of colour and cut and assemble their designs well. Their knowledge of clay and modelling is less secure as they have limited use of malleable materials. In Key Stage 2, pupils use colour and pattern well after considering the work of Monet. Year 3 and Year 5 create pictures in his style, from examples such as 'Starry Night' and 'The Poppies'. They reproduce his style showing a good representation in Year 3 and considerable detail in their drawings in Year 5. Higher attaining pupils in Year 5 use depth of colour to represent flowers adapting their drawings and using shading with increasing accuracy. In Year 6, pupils have developed skills in recognising visual elements of the work of the Impressionists and express an impressionist painting as, 'A painting showing feeling'. They develop shape and colour to a high degree, becoming increasingly more accurate at depicting what they wish to convey. Their drawings of still life objects, such as bark from a tree, show a very high degree of accuracy and technique.
78. Pupils' attitudes are very good and they behave well. They share ideas and learn to work together well.

They are confident when they ask questions and speak fluently and at length about their work. They are excited by their discoveries, for example when mixing colours. They take great pride in their work.

79. The quality of teaching is good in both key stages. Teachers have good subject knowledge and expect high standards of work from their pupils. Teachers value the pupils' work and this is conveyed by the high quality displays of pupils' work around the school. Lessons are clearly planned and teachers use their subject knowledge well to achieve the aims of their lessons. They extend pupils' learning well by evaluating their work, asking questions and developing their skills. Support assistants and parents provide valuable support that is used well by teachers. Relationships with pupils are good and this creates a pleasant and constructive atmosphere that helps all to work together effectively. Teachers manage behaviour and resources well and this makes lessons run smoothly. In Key Stage 2, teachers manage pupils very well and ask questions to clarify purpose. This helps pupils to stay focused on their tasks and gives them a strong sense of direction. Teachers maintain a good work rate so that pupils complete their work and remain well motivated.
80. The subject is well managed. The scheme of work, in the second part of its two year cycle, provides a clear framework for teachers' planning so that pupils can extend their knowledge and skills at a suitable rate and appropriate order. The staff have received useful in-service training at school from the local authority's advisory teacher who monitors coverage of the curriculum, sees pupils' work and offers informal advice to teachers as well as giving support for planning. Resources are satisfactory except that for three-dimensional art they are sparse and this narrows the curriculum, especially in Key Stage 2. Since the last inspection the quality of provision has been maintained.

140. **Design and technology**

81. Only one lesson was observed being taught during the inspection. Discussion and looking at pupils' work, and photographic evidence provides sufficient evidence to judge that pupils are making satisfactory progress throughout both key stages. Pupils have an understanding of what is involved in design. They know that products have to be suitable for a specific use. With guidance and support, pupils plan their work and use simple tools to cut and shape a limited range of materials. The older pupils have a better understanding of the subject, particularly in relation to control mechanisms and techniques for strengthening structures. By the end of Key Stage 1 pupils design and make simple things such as puppets and use a variety of materials in making and joining. At the end of Key Stage 2, pupils make more complex items such as a First Aid box. They develop the skill of carefully labelling diagrams and listing the resources needed. Some evaluate and make comments for improving the models. In Year 5 pupils enjoy making and evaluating different breads from around the world, while Year 1 successfully make cakes. In Year 6 the pupils visit the secondary school food technology unit to successfully make pinwheel pizzas and have the chance to experience the Year 7 environment.
82. All pupils enjoy this subject and talk enthusiastically about design and technology. They like making things and discussing their work.
83. Resources for design and technology are just adequate for general work, but the range and quality of resources for three-dimensional work or to provide more complex challenging tasks for the older pupils is lacking. There has been improvement in the development of the subject since the last inspection. However, the co-ordinator has recently left and developments have been delayed.

143. **Geography**

84. It is clear from looking at pupils' work displays, and from discussions with pupils, that pupils of all abilities make good progress in geography throughout the school. In Key Stage 1 pupils draw diagrammatic maps of their seating positions in class, and put directions on Rosie the Hen's walk. When on a geographical walk they record the signs they see. In Key Stage 2 pupils develop and understand the use of keys in maps, and through their work in mathematics can read coordinates accurately. This is very good progress since the last inspection when standards of mapping skills in Key Stage 2 were unsatisfactory.

85. In Year 5 pupils learn about St Lucia, an area of contrast with Hillingdon. They recall facts about the weather, transport and settlement and use the knowledge learnt in a personal, social and health education lesson effectively. They recall how fish are killed in the rivers due to the pesticides used on the banana plantations. Pupils show how clearly they understand the problems of pollution and the importance of conserving resources. They have outline knowledge of rivers and their effects on the landscape. In Year 6 pupils complete mini-reports on France and Spain, making detailed books by using and deducing information from globes, plans, maps and non-fiction books. They recall many facts about the weather and name cloud formations accurately.

86. The response of pupils is always very good. They take an intelligent interest in their own environment and are articulate in describing what they have seen on the walk and what they discover from research. Pupils are competent at using books and finding information. They make good connections between their graphical knowledge, work they study in literacy hour for writing reports and mathematical work using data handling. Insufficient use of information technology is made to support the learning in geography.

146. **History**

87. Discussions with pupils and teachers and observations of pupils' work show that pupils, including those with special educational needs, make good progress in both key stages.

88. At Key Stage 1 pupils gain a sound understanding of historical events, social conditions and people of past times. They use time lines well to identify important milestones in history. The comparisons between the schools of yesterday and today are understood by Year 1. Pupils correctly tell the story of Guy Fawkes. They make family trees and include themselves in their family history.

89. By the end of Key Stage 2, pupils talk about the basic characteristics of life in Tudor times. They are aware of the events in the life of Henry VIII and his six wives. There is a growing awareness that the reporting of historical events can show bias. In Year 3 pupils identify the differences in Greek schools of ancient times and present day.

90. Pupils' attitudes to history are positive. They listen well and respond with interest and enjoyment. Their behaviour is excellent and they work effectively together. They develop good habits of personal study and take pride in the attractive displays of their work. They confidently talk about historical events.

91. The quality of teaching in Key Stage 2 is satisfactory, with aspects that are good. Teachers in these good lessons make history come alive. Teachers use their specialist knowledge well and ensure that lessons are well planned and proceed at an appropriate pace. Lessons have clear learning objectives and teachers focus successfully on advancing pupils' knowledge, skills and understanding of history. Pupils are encouraged appropriately to give reasons to support their views when answering questions. Classroom assistants are deployed well and effectively support the individual work set for pupils of differing attainment.

92. There are strong links between the teaching of history, English and mathematics. A sound policy and scheme of work supports teachers. History is used as a focus for speaking and for creative and factual writing. Observational drawing in history is good. Pupils made good replica portraits of Henry VIII and his wives and the imaginative pictures of the ancient Greek gods displayed in the hall. This is a similar finding to the previous inspection.

93. A range of good quality reference books supports the teaching of history, but at the present time insufficient use is made of information technology to support independent learning.

153. **Music**

94. Throughout both key stages, most pupils, including those with special educational needs, make satisfactory progress in acquiring new skills and consolidating existing ones. Where teachers have high

levels of expertise and challenge their pupils to perform to a high standard, they make good progress.

95. By the end of Key Stage 1, most pupils show awareness of pace, tempo and dynamics. They tap simple rhythms using sticks, and play tuned and untuned percussion instruments reasonably competently. Year 1 pupils sing along to tape recorded music and their accuracy in singing increases as they practise songs; for example, 'I can tap my knee'. Most Year 2 pupils understand the importance of having a conductor to lead their music. They sing songs from memory in unison, and are developing rhythm and pitch and control of their breathing.
96. Pupils by the end of Key Stage 2 have extended their skills in playing and singing, and perform with increasing levels of confidence, for example when singing in assembly. Pupils in Year 4 understand and use correct musical vocabulary, such as pitch and dynamics and apply these to their singing. They successfully sing in two parts, listening carefully so that they keep a constant beat, for example when singing 'Peas Pudding Hot and A Ram, Sam, Sam,' at the same time. Year 6 pupils use an appropriate range of musical vocabulary when discussing music, and have grown in their understanding of how music can affect mood. They know of famous composers' such as Vivaldi. Pupils play, using tuned and untuned percussion instruments when practising their compositions, using appropriate dynamics, pitch and timbre. Pupils compose simple pieces, using their own form of pictorial notation.
97. Throughout the school, pupils enjoy music and sing with confidence and enthusiasm. They concentrate and behave well in lessons and work hard. When working as a class, they listen carefully to each other, to suggestions and criticisms, and behave in a mature manner. Pupils' willingness to listen and to consider improvements is a major factor in their musical success. Their love of music enriches their lives, and they enjoy music from a wide range of cultures. Pupils in Year 4 show great perseverance in practising their performance in singing.
98. In both key stages teaching is never less than satisfactory, with aspects that are good. Where teachers have secure subject knowledge, this impacts on the pupils' performance and progress. Here, teachers manage their pupils very well in performance, and this engenders both respect and a thirst for excellence. High expectations are evident, with a good balance of time spent on performance and evaluation on how this may be improved. Resources are used well.
99. A range of music is available using a commercial scheme which has recently been introduced so that skills may be monitored more effectively. This has begun to be used to good effect in class, key stage singing and assemblies. The subject provides good opportunities for the spiritual, social and cultural development of pupils. A useful policy guides staff. A choir has just been formed and there are plans to start a recorder group this term. Resources are adequate, but there are barely enough tuned percussion instruments. Since the last inspection, the quality of provision has been maintained.

159. **Physical education**

100. By the end of both key stages, pupils make good progress in all areas of learning. Pupils progress well in body awareness and confidence, and control increases as they move through the school developing quality exercises and movements on both the floor and apparatus. Skill in sending and receiving, using a variety of equipment, is introduced early and is consolidated, extended and improved in games. During gymnastics, games and dance sessions pupils become increasingly aware of space and the position of themselves in relation to other players and performers.
101. Younger pupils make full use of a wide range of high, medium and low level apparatus where they climb, swing, jump and balance. They learn to follow instruction carefully which sets a standard for them to build on in later years. They confidently develop a sequence of movements involving rolling with a good start and finish position. Pupils in Year 3 transfer their weight successfully whilst making long, wide or curled shapes over and along apparatus. The pupils exaggerate their movements by using various parts of their body at different levels. Year 4 pupils are fully aware of the effect of exercise on the body. They further develop their performance with greater control. Pupils of Year 6 travel on, over and along high, medium and low level apparatus using a variety of symmetrical movements. They complete their set movements by finishing with a well formed and controlled stretch on landing.

Throwing and catching skills develop with increasing ability from Year 1 to Year 6. Pupils learn to appraise their own and others performances to improve standards and perform safely individually, in groups and as part of a team.

102. The quality of teaching in both key stages is good. Control, pace and organisation are effective in promoting good standards of performance and behaviour. The management of pupils is good and this encourages high standards. Teachers have a good awareness of the areas of activity and support lessons with appropriate resources, apparatus and equipment. Most teachers have good knowledge and understanding of the subject and sensitively encourage pupils to raise their levels of skills, achievement and development. Lessons are well planned, prepared and structured with appropriate warm up components which are aerobically demanding and prepare pupils for the activities that are to follow. Teachers reinforce safety rules very well and maintain high standards. Some use personal demonstrations well and most use pupil demonstration for both teaching and skill learning. Opportunities to play competitive games against other schools make a positive contribution to pupils' game skills and the school has had much success in inter-school competitions. Swimming lessons for pupils in Years 5 and 6 provide opportunities for pupils to learn to swim and progressively to improve their individual styles. The majority of pupils at the end of Key Stage 2 swim at least 25 metres.
103. Since the last inspection, there has been good improvement especially in gymnastics. A thorough scheme of work has been put in place and further resources purchased.

163. **PART C: INSPECTION DATA**

163. **SUMMARY OF INSPECTION EVIDENCE**

1. A team of four inspectors including a lay inspector carried out the inspection. They spent a total of 14 inspector days at the school.
2. The team considered a range of evidence. It included:
 - the observation of 65 lessons or part lessons;
 - the observation of literacy and numeracy lessons;
 - the observation of acts of worship and hymn practices;
 - listening to 14 per cent of pupils read from their reading books or own work;
 - the scrutiny of pupils' previous and current written work;
 - discussion with pupils, staff, governors and parents;
 - scrutiny of teachers' plans and policy documents;
 - checking the attendance registers, records of pupils' progress and reports;
 - examination of the budget and other financial data;
 - the views expressed by eight parents who attended the meeting for parents and analysis of the responses to the 70 questionnaires completed by parents.

166. **DATA AND INDICATORS**

166. **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	184	0.8	26.1	42

166.

Teachers and classes

166. **Qualified teachers (YR - Y6)**

Total number of qualified teachers (full-time equivalent):	8.6
Number of pupils per qualified teacher:	21.4

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

Total number of education support staff:	6
Total aggregate hours worked each week:	147.0

Average class size:	26.3
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166. **Financial data**

Financial year:	1998/1999
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	£
Total Income	414,339
Total Expenditure	401,534
Expenditure per pupil	1,638.91
Balance brought forward from previous year	10,348
Balance carried forward to next year	23,153

166. **PARENTAL SURVEY**

Number of questionnaires sent out:	217
Number of questionnaires returned:	70

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	44	51	4	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	49	49	3	0	0
The school handles complaints from parents well	26	51	18	3	2
The school gives me a clear understanding of what is taught	26	51	11	10	1
The school keeps me well informed about my child(ren)'s progress	40	57	0	3	0
The school enables my child(ren) to achieve a good standard of work	47	46	7	0	0
The school encourages children to get involved in more than just their daily lessons	29	54	13	4	0
I am satisfied with the work that my child(ren) is/are expected to do at home	27	56	7	9	1
The school's values and attitudes have a positive effect on my child(ren)	37	57	4	0	1
The school achieves high standards of good behaviour	37	59	3	1	0
My child(ren) like(s) school	66	34	0	0	0