

# INSPECTION REPORT

## **Ruislip Gardens Primary School**

Ruislip

LEA area: Hillingdon

Unique Reference Number: 102416

Headteacher: Miss L Thomas

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Reporting inspector: N F Sherman  
16493

Dates of inspection: 11<sup>th</sup> to 14<sup>th</sup> October, 1999

Under OFSTED contract number: 706631

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary with Nursery
Type of control:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Stafford Road Ruislip Middlesex HA4 6PD
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Appropriate authority:	The governing body Ruislip Gardens Primary School.
Name of Chair of Governors:	Mr T Richards
Date of previous inspection:	April 1996

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Mrs S Hall, Lay Inspector		Equal Opportunities; Attitudes, behaviour and personal development; Attendance; Support, guidance and pupils' welfare and Partnership with parents and the community
Mr B Lever	English and art	Pupils with special educational needs
Mrs L Jackson Mrs S Parkin	Physical education and music Mathematics, religious education and geography	Children under five. Spiritual, moral, social and cultural development and Staffing, accommodation and learning resources.
Mr A Evans	Science and history	Curriculum and assessment

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## MAIN FINDINGS

### WHAT THE SCHOOL DOES WELL

The quality of education provided for children in the Nursery is good. As a result, they make good progress.

- The quality of teaching across the school is good and, in nearly one out of five lessons, it is very good.
- By the age of eleven, pupils attain standards that are above the national average in English and mathematics. Pupils make good progress as they move through Key Stage 2.
- By the time pupils leave the school, they attain standards above those normally achieved by 11 year olds in design and technology, music and physical education.
- Provision for pupils with special educational needs is of high quality.
- The behaviour of the pupils across the school is very good and is a strength of the school.
- Pupils have very positive attitudes to each other and to their work.
- There is good provision for the pupils' spiritual, moral, social and cultural development.
- There are strong links with the parents of children in the school.
- The school is effectively led. The headteacher, together with all the staff and the full support of the governing body, provides sensitive and thoughtful leadership.

### WHERE THE SCHOOL HAS WEAKNESSES

- In both key stages, the standards that pupils attain in information technology are below expectations. Across the school, too few pupils make sufficient progress in this subject.
- Not enough attention is given to allowing pupils to work independently or to make their own choices about the course of their learning.
- There are omissions in the in the governors' Annual Report to parents.

**The school's weaknesses are more than outweighed by the strengths of the school. However, they will form the basis of the school's action plan that will be forwarded to all parents of the school.**

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

The school has made good progress since its last inspection. In 1996, when it was last inspected, the quality of teaching in one in five lessons was found to be unsatisfactory. The quality of teaching has improved greatly. In Key Stage 2, where pupils are grouped according to their capabilities for mathematics, teaching is having a positive impact on pupils' standards and progress. There is very little unsatisfactory teaching. The school has made effective progress in improving the quality of curriculum planning across the school. Termly plans produced by teachers follow a common format and highlight clearly what pupils are expected to learn over the course of a term. The role of the curriculum co-ordinator has been considerably strengthened in recent years. All co-ordinators have some non-teaching time to enable them to manage their areas of responsibility effectively. The results of such work are regularly evaluated to produce pointers for further development. The school has made insufficient progress in improving standards in information technology in both key stages. At the time of the last inspection, standards were found to be unsatisfactory. The results of this inspection indicate that this is still the case. The school is well placed to improve further.

## STANDARDS IN SUBJECTS

The 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	<i>Key</i>	
English	C	C	<i>well above average</i>	A
Mathematics	C	D	<i>above average</i>	B
Science	E	E	<i>average</i>	C
			<i>below average</i>	D
			<i>well below average</i>	E

The information shows that in 1998, compared with all schools, the school's average standards were in line with the national average in English and mathematics. In science, they were well below the national average. Although statistical information indicates that few pupils in the school claim their entitlement to a free school meal, evidence suggests that this number would be far higher if a hot lunch were to be provided. In comparison with similar schools, standards were average in English, below average in mathematics and well below average in science. The findings of the inspection indicate that, by the age of 11, pupils attain standards above the national average in English and mathematics and in line with national averages in science. The results of the most recent end of key stage National Curriculum tests for 1999 indicate considerable improvement over those of 1998 and reflect the findings of this inspection. Standards in information technology are below expectations. Those in religious education are in line with the expectations of the locally Agreed Syllabus. Standards in design and technology, music and physical education are above those expected for 11 year olds.

At the end of Key Stage 1 National Curriculum tests in 1998, pupils attained standards in reading that were below national averages. In writing and mathematics, standards were in line with the national average. The findings of the inspection are that standards are average in each of these aspects. Standards are below those expected for seven year olds in information technology.

By five years of age, most children are attaining above the expected levels within each of the agreed areas of learning for children of this age.

## QUALITY OF TEACHING

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

Overall, the quality of teaching across the school is good. During the inspection, 94 lessons were observed. Of this total, 18 per cent were very good, a further 45 per cent good and, in total, 98 per cent were satisfactory. There is very little unsatisfactory teaching. Where teaching is very good, it is characterised by clear planning of lessons, and effective organisation of classrooms and learning resources. Teachers assess the pupils well and draw effectively on the information gained to plan the next steps in pupils' learning. Teaching of literacy is effective and a good start has been made to implementing the National Numeracy Strategy. Across the school, too little use is made of information

technology to support pupils' learning. There is evidence of lack of challenge in what pupils are expected to write in Key Stage 1. Pupils with special educational needs are well supported during lessons by both teachers and, in particular, by learning support assistants. The high quality teaching of children in the Nursery is characterised by effective classroom organisation and the high value that staff place on encouraging learning through structured play.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
Behaviour	Very good. Pupils are extremely courteous and, in all classes, work to the best of their ability.
Attendance	Satisfactory overall. Attendance rates are above the national average. However, a significant number of parents withdraw their children from school without official permission. This results in an unauthorised attendance rate higher than the national average.
Ethos*	There is a positive ethos and a strong commitment to raising standards. Nearly all pupils try their best in lessons and all staff give appropriate encouragement for them to do so. Relationships are good and all pupils appreciate the care and attention that staff give to their needs.
Leadership and management	Good. The headteacher, ably supported by a hard working and dedicated senior management team, provides the school with a strong sense of purpose. There is a strong team spirit that is sharply focused on providing pupils with a high quality of education.
Curriculum	Good. All pupils, including the children under five, receive a broad, balanced and well planned curriculum. Assessment of all pupils' progress is regular and the information from this work is used well to plan the next steps in their learning.
Pupils with special educational needs	Good provision. Support staff, who are well briefed and guided on the work they are expected to do, give pupils with special educational needs good support in their learning.
Spiritual, moral, social & cultural development	Good overall. There are particular strengths in the moral provision where pupils are actively encouraged to consider issues.
Staffing, resources and accommodation	Good. There is a generous number of teaching and support staff for the number of pupils on roll. Resources are of good quality and support pupils well in their learning. There is no formal appraisal procedure for teaching staff. The adequacy of accommodation for teaching the National Curriculum is very good.
Value for money	The school provides good value for money.

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

## THE PARENTS' VIEWS OF THE SCHOOL

What most parents like about the school	What some parents are not Happy about
I. The caring environment. II. The family atmosphere. III. The values that the school promotes. IV. The commitment of teaching staff. V. The quality and range of the school's accommodation. VI. The good standards of discipline and high expectations of behaviour.	VII. The range and quality of the school's technology. VIII. The number of extra curricular activities

Inspectors' judgements support the positive view that parents hold of the school. There is a strong purposeful atmosphere where all pupils are made to feel highly valued. The school's accommodation is extensive and there are high expectations in terms of how pupils are expected to behave and treat one another. However, inspectors support some parents' comments about the quality of the school's resources for information technology. In certain classrooms, some equipment is looking dated and this impedes pupils' progress. Inspectors do not support parents' views about the extra curricular provision in the school. This was found to be excellent.

### KEY ISSUES FOR ACTION

The governors, Headteacher and staff should address the following matters in writing the action plan, in order to raise standards and improve the provision the school makes still further.

#### 1 Raise standards in information technology across the school by:-

- Introducing a staff development programme to enable staff to become more aware of how information technology can be effectively used to support pupils' learning through the various subjects of the curriculum;
- ensuring that opportunities for pupils to use information technology are provided in the course of daily lessons;
- developing a system to record the progress that pupils make in information technology so that greater use can be made to plan the next steps in pupils' learning;
- ensuring that the range of equipment in all classes is of at least a comparable standard and quality to that seen in others;
- monitoring the quality of teaching and learning in the subject to enable the standards that pupils attain to be regularly evaluated.

*(paragraphs 5, 7, 8, 12, 15, 25, 30, 64, 67, 69, 84, 93, 95, 97, 109, 111-116, 127, 131, 141)*



## **2. Provide more opportunities for all pupils in the school to work more independently by:**

- making greater use of the good accommodation, including the school libraries;
- ensuring that teaching programmes provide scope for such work.

*(paragraphs 20, 23, 30, 41, 69, 83, 90, 141).*

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

- i. Implement a programme where the formal appraisal of teachers can take place *(paragraphs 59 and 61)*.
- ii. Ensure that the governors' Annual Report to parents complies with requirements *(paragraphs 51 and 59)*.
- iii. Ensure that the pupils' end of year reports comply with requirements in information technology *(paragraph 51)*.

### **iii. INTRODUCTION**

#### **iii. Characteristics of the school**

1. Ruislip Gardens Primary School is situated in the town of Ruislip in the London borough of Hillingdon. The school was originally built in the 1930s. In the past months, a great deal of refurbishment to the school has taken place. This has included upgrading the heating system, replacing old windows and the provision of additional classroom space. This is to meet the increasing numbers of pupils who now, and who are predicted to, attend the school. The school is of very good size for the number of pupils on roll having amalgamated from a junior and infant school in 1993. At the time of the inspection, 319 pupils were on the school roll. The school is situated in an area that has a steady degree of turnover of pupils owing to its proximity to RAF Northolt. The socio economic circumstances of the pupils are around average. The local authority does provide packed lunches for those pupils who claim them. However, the school argues strongly that many more parents would claim this entitlement if a hot lunch were provided as an alternative. As a result, the number of pupils who do, in fact, claim free school lunches is below the average. Around 21 per cent of pupils have been identified as having special educational needs. Of this number, four pupils have statements of special educational need which is around the average. Most pupils come from homes where English is the first language. However, around nine per cent of the pupils are known to speak English as an additional language. This figure is above the national average. Nearly all the children have had some form of pre-school education and, in many cases, this is provided by the Nursery. The children enter the school with slightly above average levels of attainment. At the time of the inspection, all but four children were under five. All children begin full time education the term after their fifth birthday.

2. The school's aims are appropriate for its size and status. The school development plan outlines initiatives for the current academic year. Highlights for further development include continuing to raise standards in English and mathematics and the development of information technology.

### 3. Key indicators

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

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	97/98	23	36	59

3.	<b>National Curriculum</b>	Reading	Writing	Mathematics
<b>Test/Task Results</b>				
Number of pupils at NC Level 2 or above	Boys	18	21	22
	Girls	28	31	32
	Total	46	52	54
Percentage at NC Level 2 or above	School	72 (84)	88 (74)	84 (86)
	National	80 (80)	81 (80)	84 (83)

3.	<b>Teacher Assessments</b>	Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	19	23	21
	Girls	31	34	34
	Total	50	57	55
Percentage at NC Level 2 or above	School	78 (86)	89 (89)	86 (87)
	National	81(85)	85(83)	86(85)

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

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

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	97/98	22	21	43

2	<b>National Curriculum Test</b>	English	Mathematics	Science
<b>Results</b>				
Number of pupils at NC Level 4 or above	Boys	12	13	14
	Girls	20	13	17
	Total	32	26	31
Percentage at NC Level 4 or above	School	74 (80)	60 (77)	72 (86)
	National	65 (63)	59 (62)	69 (69)

2	<b>Teacher Assessments</b>	English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	12	16	14
	Girls	18	20	18
	Total	30	36	32
Percentage at NC Level 4 or above	School	70 (71)	84 (78)	74 (78)
	National	65(63)	65(64)	72(69)

2

## Attendance

Percentage of half days (sessions) missed			%
through absence for the latest complete	Authorised	School	3.5
reporting year: 1997/98	Absence	National comparative data	5.7
	Unauthorised	School	1.2
	Absence	National comparative data	0.5

2

## Exclusions

Number of exclusions of pupils (of statutory school age)		Number
during the previous year: 1997/98		
	Fixed period	0
	Permanent	0

2

## Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	18
	Satisfactory or better	98
	Less than satisfactory	2

.....

2

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

## **2 PART A: ASPECTS OF THE SCHOOL**

### **2 EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

#### **2 Attainment and progress**

##### **2 Key Stage 2**

1. Evaluation of the 1998 National Curriculum end of key stage tests and teacher assessments indicates that the number of pupils attaining the expected level (Level 4) was close to the average in mathematics and science and above the average in English. At the higher level, Level 5, standards were average in English and mathematics and well below average in science. In comparison with similar schools, standards were average in English, below average in mathematics and well below average in science. Over a three year period from 1996 to 1998, pupils attained standards above the average in English and mathematics. In science, they were close to the average. The results of the most recent National Curriculum tests in 1999 show considerable improvement in mathematics and science over those for 1998. Targets have been set by the school for continued improvement. It is well placed to attain national targets set for all schools by the year 2002.

2. The findings of the inspection show that standards in English and mathematics are above the national expectation. In science, standards are in line with national expectations. Standards in information technology are below national expectations. Standards are above those expected for 11 year olds in design and technology, music and physical education. Those in all other subjects, including religious education, are in line with expectations. Standards in literacy and numeracy are good. Effective use is made of other subjects to promote aspects of pupils' literacy and numeracy development. Although good progress has been made in raising standards generally since the school's last inspection, progress in raising those in information technology has been too slow.

3. By the age of 11, standards in speaking and listening are average. Those in reading and writing are above average. In writing, for example, most pupils are able to work to a set deadline, structure lengthy narrative logically and depict atmosphere, character and setting in what they write. In speaking and listening, most pupils are able to ask and respond to questions with some assurance and are able to listen to and tolerate others' points of view. When reading, most pupils are able to justify their opinions about what they are reading and to make suitable comments. Most can read fluently. Pupils make good progress in English. However, progress is less marked in pupils' ability to find information from a variety of sources for research purposes.

4. By the age of 11, pupils make good progress in their knowledge and understanding of numeracy and how to apply this knowledge to their work in other subjects. Their ability to solve mental problems is developing well and their understanding and ability to recite their multiplication tables are also good. Most pupils have a secure knowledge of the properties of shape and space. However, progress in terms of using information technology as part of their mathematical development is too slow.

5. By the end of Key Stage 2, in science, pupils have developed a sound knowledge of various scientific ideas including the structure of plants, pollination, electricity, forces, sound and light. They appreciate and understand well the need to keep conditions the same when investigating and undertaking scientific investigations. As they move from class to class, progress is satisfactory. Pupils make unsatisfactory progress in information technology as they move through Key Stage 2. Too few, for example, understand particular terms such as 'cut and paste' when working with a word-processor or how to add a graphic to their work to make it more appealing. Pupils have a limited awareness of the role that information technology plays during the course of their everyday lives.

6. By the time they leave the school, pupils attain standards in design and technology, music and

physical education that are above average for their ages. In design and technology, for example, pupils make good gains in their understanding of the need to plan their work and how their final products should, where possible, relate closely to these initial ideas. In music, pupils make good gains in their knowledge of the work of famous composers. In games, as part of physical education, pupils improve well in their confidence and ability to play small team games. Progress in these three subjects is good. In all other subjects, pupils attain appropriate standards for their age and progress is satisfactory. In religious education, standards are in line with the expectations of the locally Agreed Syllabus.

7. Evaluation of the end of Key Stage 1 National Curriculum tests and teacher assessments made by teachers in 1998 shows that standards at the expected level (Level 2) were below average. In writing, reading and mathematics, they were average. At the higher level (Level 3), they were average in reading and mathematics and below average in writing. When compared with similar schools, standards were average in reading and below average in writing and mathematics. Evaluation of the teacher assessments made at the end of the key stage in science shows that standards were average at the expected level and below average at the higher level.

8. When the results are compared with those for 1996 and 1997, they show that standards were below average in reading and mathematics and average in writing. Provisional results for 1999 show a good improvement in reading, mathematics and science. The findings of the inspection indicate that there are no significant differences in attainment between the boys or girls.

9. The findings of the inspection are that standards in mathematics are above the national average. In English and science, they are at the level of national expectation. The findings of the inspection are not in line with the data for the end of key stage tests in reading and mathematics for 1998. In reading, for example, the impact of the literacy hour and the improved attention given by the school to the teaching of reading have had a positive impact on the standards that pupils attain. In information technology, standards are below the national expectation. In religious education, they are in line with the expectations of the locally Agreed Syllabus. Standards in literacy are satisfactory and those attained in numeracy are good. Standards in most other subjects are average for the pupils' age. In design and technology, they are above average. Standards in design and technology have risen since the time of the school's last inspection where they were found to be below those expected for seven year olds.

10. By the age of seven, in English, most pupils are reading texts with developing accuracy, fluency and expression. Most are able to browse through books purposefully and show a good understanding of the main points of a story or passage. In writing, pupils show increasing confidence in experimenting with the content and technicalities of writing. However, those with higher ability are sometimes hampered in the progress that they make owing to the low level of challenge and expectation that teachers require of them in their writing. In speaking and listening, most pupils are able to join in a whole class or group story with some prompting by adults and are able to remember, and tell in correct sequence, an event that may be of personal significance to them. Overall, progress in English is good.

11. In mathematics, by the age of seven, pupils have a good understanding of the idea of place value, and know that mathematical signs, such as addition or subtraction, indicate a particular course of action and that a pattern may be inherent in certain numbers. Pupils make good progress in their understanding and ability to solve mathematical problems. By the age of seven, in science, pupils effectively appreciate that all living creatures need certain conditions in order to grow. They know that electricity is important for many everyday objects to work and are sufficiently developing their investigative skills. Progress is satisfactory.

12. In information technology, by the end of Key Stage 1, pupils have too limited knowledge of some basic operations in using computers including loading or saving their work. Their ability to use information technology as part of their everyday learning is unsatisfactory, as is their overall progress. In religious education, pupils have a good understanding of why a church is important to Christians but that other faith groups may well practise their beliefs in different ways. Progress is satisfactory. In design and technology, pupils make good progress. Good attention is paid by teachers in making effective links with other subjects to promote the pupils'

skills and understanding of design and technology. In music and physical education, pupils make good progress. In music, this is aided by pupils being taught by teachers with a special interest and qualification in the subject. In all other subjects, pupils make satisfactory progress.

13. The attainment of children in the Nursery is slightly above average when they enter full time education. The children make good progress in all areas of learning for children of this age. By the age of five, they are making good efforts at writing their own names, understand that books carry a meaning in the text that is written and that an audio tape is something that is to be listened to. They identify the numbers one to ten and can identify simple mathematical shapes. Good attention is paid to developing the children's knowledge and understanding of the world in which they live. Many children, by the age of five, have well-developed personal and social skills and are able to play imaginatively, yet purposefully, with one another. Well-planned creative and physical activities enable the children to make equally good progress in these two areas of their learning.

14. The school has a number of pupils with English as an additional language. These pupils have their needs well planned for and they make the same progress as other pupils in the school. Pupils with special educational needs make good progress in many subjects as they move from class to class. This is assisted by the high quality support that they receive from many teachers and support staff. Pupils with higher attainment make at least satisfactory progress and, in Key Stage 2, aided by the setting arrangements for mathematics, their progress is often good.

15. Overall, the school has improved the quality of teaching since the time of the school's last inspection and this has had a positive impact on the raising of standards.

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

16. The personal and social development of children aged under five is good. Their independence and self-confidence give them secure foundations for future learning. The quality of their behaviour is very good and all children are mindful of the need to play co-operatively and purposefully.

17. The pupils' attitudes to learning are generally good and make a positive contribution to standards of attainment and progress. This reflects the judgement at the time of the last OFSTED inspection. Pupils are often enthusiastic about their work and are well motivated. They listen to their teachers and are eager to answer questions. Most of them are able to sustain concentration and persevere with the tasks they have been set. Pupils use equipment responsibly, for example, in science, and they are able to generate ideas, and enjoy the challenge of solving problems. Pupils take pride in their work, and improvements in presentation are more marked in the work of older pupils. The last OFSTED report stated that pupils' capacity for independent learning was not well developed. This has not improved, and pupils do not often undertake research activities, or work unsupervised outside the classroom.

18. The pupils' behaviour is very good, and is a strength of the school. This judgement is in line with that of the previous OFSTED report. The school operates as an orderly community and pupils generally behave very well in lessons and around the school. In assembly, the pupils' very good behaviour contributes to creating a suitable atmosphere for collective worship. Pupils behave very well in the playground and enjoy talking to their peers at lunchtime. They have a clear understanding of right and wrong and respond well to the system of sanctions and rewards. No pupils were excluded during the past year. Pupils show respect for property and are proud of their contributions to the millennium garden.

19. Relationships throughout the school are good. Pupils are friendly and relate well to one another. Some older pupils help with younger pupils during wet lunchtimes, and pupils enjoy playing together. Pupils co-operate well, and work well together in groups and generally have good relationships with their teachers and other adults working in school. They are polite and friendly to visitors, and talk to them with confidence.

20. The personal development of the pupils is satisfactory. The last report commented that

pupils had few opportunities to take responsibility or initiative and the situation has not improved. Pupils are keen to take responsibility and enjoy helping in the classroom and around the school. They are able to express their feelings, for example, about being scared. Pupils develop their social skills from school visits, particularly the residential farm trip for Year 6 pupils. They take part in extra curricular activities with enthusiasm and think of others through raising funds for charity.

### 23. **Attendance**

21. Pupils' attendance is generally satisfactory, but has declined since the last inspection, when it was judged to be good. Parents say that their children like coming to school, and the attendance rate for 1997/8 of 95.3 per cent is in line with the national average. Most pupils are punctual and lessons start and finish on time. The rate of unauthorised absence of 1.2 per cent is well above the national average. Parents condone the vast majority of these absences, and pupils are missing important lessons for reasons such as extended holidays and outings to theme parks. These absences have a negative effect on pupils' attainment and progress.

24.

## **QUALITY OF EDUCATION PROVIDED**

### **24. Teaching**

22. Overall, the quality of teaching is good. Across the school, it is good or better in over six out of ten lessons. It is very good in nearly one out of five lessons. Most of this very good teaching is in Key Stage 2. There has been significant improvement in the overall quality of teaching since the school's last inspection. Then, the overall quality was found to be unsatisfactory in nearly one out of five lessons. Very little unsatisfactory teaching was seen during the course of this inspection. There are strengths in the teaching of literacy, numeracy, design and technology, music and physical education. Across the school, the teaching of information technology is unsatisfactory. Most teachers pay too little regard to using information technology as part of their teaching.

23. The teaching of children under five is very good and makes a positive impact on the good progress that many children make in their first few terms. Very good attention is paid to the importance of structured play as a means of promoting children's early language, number and personal and social education skills. A particular strength of the teaching is the very well organised classroom and use of teaching resources to promote early learning. For example, part of the classroom has been organised to allow children to imagine they are in a 'hairdressers'. Here, they can imagine and undertake the role of 'customers' and 'hairdressers', thus effectively promoting their language skills. Other parts of the classroom allow for reading, listening to tapes, writing, using sand and water or creative work. This good organisation is complemented by a very effectively arranged outside learning bay. The teacher's planning reflects well the principles of learning for children under five. Many adults regularly assist in the children's learning and this, too, makes a good contribution to the pupils' learning and social development.

24. The quality of teaching in Key Stage 1 is good overall. Strengths in teaching lie in the depth of teachers' termly planning. In some subjects, this is often done in a cross subject manner linking work, for example, in geography to design and technology. All teachers have good subject knowledge and combine this well with their knowledge of the individual needs of pupils. As a result, activities are generally well-chosen and effectively engage pupils' interest and enthusiasm. Classrooms are well organised and instructions and demonstrations to pupils are clear. Teachers set high, but attainable, levels of challenge and no time is lost by pupils being unsure of what they are to do. Assessment of pupils' progress is regularly undertaken during the course of lessons. Teachers effectively evaluate this assessment to ensure that pupils undertake subsequent work that builds on from what they have done previously. Teachers and support staff have a good rapport with pupils and this has a good impact on pupils' general confidence and attitudes to work. In the small amount of teaching that was unsatisfactory, pupils were not managed constructively and time was lost in ensuring that they were undertaking what they were asked to do.

25. At Key Stage 2, there is good teaching in just over six out of ten lessons. This is spread across all classes. Very good teaching is evident in just over one out of five lessons. This high proportion of good and very good teaching has a good impact on pupils' progress in many subjects as they move through each of the classes. Across all classes, as in Key Stage 1, the quality and depth of teachers' termly and short term planning are a major contributory factor to this good teaching. This planning is thorough and includes, for example, detailed consideration by teachers about how language can be promoted during the course of many lessons. In one design and technology lesson in Year 6, for example, the teacher ensured that pupils gained a greater understanding of the term 'prototype' in their preliminary work on structures. Time is used purposefully and teachers' subject expertise and confidence in what they teach are also often evident. The concluding parts of lessons are frequently used to question and probe the depths of learning that pupils have gained during a lesson. Subsequent lessons often then begin with a recapitulation of previous learning. Support staff are highly valued and their work with pupils with special educational needs is well planned and matched to individual needs.



26. The school is effectively managing the National Literacy Strategy. The quality of teaching seen during the literacy hours was often good. Many teachers enthusiastically use literature of various genres to promote pupils' language skills. In addition, drama is often used in both key stages to extend pupils' confidence and language development. Numeracy is effectively taught and pupils in both key stages are often grouped according to their individual levels of attainment, thus ensuring that pupils of all attainments are challenged. Teachers' expertise is often shared across the different subject areas. For example, music, or physical education is often taught by teachers with greater subject knowledge than others. The result is often more marked progress by pupils.

27. Homework is well used to promote learning among all age groups including those children in the Nursery. Across the school, there are shortcomings in the level of confidence shown by staff in using information technology as part of everyday teaching. In other lessons, there are also too few opportunities given to pupils in lessons to develop their independent learning skills.

### 30. Curriculum and assessment

28. The school offers a broad curriculum, which reflects the findings of the previous inspection. All the subjects of the National Curriculum, together with religious education, are taught. Total weekly teaching time is above the national average in both key stages. The curriculum is reasonably balanced, with an appropriate emphasis on English and mathematics, although the time devoted to science is below the national average. The school has teaches literacy skills effectively through the National Literacy Strategy and this is having a positive effect on raising standards in English. The school has made a good start in implementing the National Numeracy Strategy, which is reflected in good standards in mathematics. Pupils are grouped by ability in mathematics in Year 2 and throughout Key Stage 2. Most parents believe that this supports the higher attaining pupils well. There are opportunities for pupils to receive instrumental music tuition. The curriculum for the Nursery children is broad and balanced and covers all the relevant areas of learning. The school successfully promotes the pupils' intellectual, physical and personal development and prepares them well for the next stage of their education.

29. A teacher has responsibility for co-ordinating the personal, social and health education of the pupils and provision is good. There is a clear sex education policy and a formal sex education programme is in place in Year 5. Questions raised by younger pupils are answered openly and honestly. Most parents are happy with this policy. Relevant issues, including attention to the dangers of drugs misuse, are also addressed in science, drama and religious education lessons and during assemblies. The targets set for the pupils' development often include personal and social issues. The pupils have the opportunity for personal and social development during Christmas and musical productions, extra curricular activities and a school picnic and activity day. Older pupils have taken part in a fashion show and have the opportunity to participate in a cycling proficiency scheme.

30. The previous inspection found that there were no schemes of work for subjects, so that planning for continuity throughout the school was insufficient. A key issue was to plan detailed schemes of work for all subjects. The teachers have worked hard to address this issue and planning is now very good. Clear policies are in place for all subjects. Curricular maps clearly show the work planned for each year group throughout the year. Teachers in each year group plan very closely together for each term's work, so that pupils in different classes cover the same work. The teachers' weekly plans include clear learning goals for each lesson, the activities which will achieve these objectives and opportunities for assessing the pupils' progress. Teachers' weekly plans for literacy and numeracy are particularly detailed and thorough. A key issue from the previous inspection was to further develop subject curriculum leadership, in order to monitor pupils' progress. Since then, the school has developed a very effective system for monitoring the curriculum, often involving external personnel. Non-teaching time is available for co-ordinators to monitor plans, samples of pupils' work and classroom practice and to draw up action plans for improvement.

31. A governors' curriculum committee meets each half term. The governors have a sound involvement in curricular development. There are named governors for special educational needs provision and for literacy and numeracy. Some governors have visited classrooms and have offered written feedback on their findings. At the start of each term, parents are given information about the work which their children will be doing. Some parents would like more detail. A parents' evening on literacy was held recently, but was not well attended. A clear homework policy is in place and most parents are happy with the amount of homework which their children receive. The pupils transfer to a variety of secondary schools, so that it is not feasible to maintain curricular links with these schools.

32. Provision for extra curricular activities is excellent. Year 2 pupils have the opportunity to participate in a very wide range of sports, including golf and judo. There are clubs for chess, drama, dance, recorders, gardening and French. During the inspection, 30 pupils were observed in an enjoyable choir session. There is a 'Sunday Club' held at lunchtime for Key Stage 1 pupils and after school for pupils in Year 3. Younger pupils can also join older pupils in helping to sew a 'Millennium Tapestry' at lunchtime and they have the opportunity to join a lunchtime music club. Teachers, parents and outside specialists lead these clubs. The school has had considerable success lately in sporting competitions. For example, the rugby team was chosen to represent Hillingdon in the Crystal Palace Youth Games and the school came third in the small schools section of the district sports.

33. The deputy headteacher is responsible for co-ordinating assessment of the pupils' attainment and progress and a clear policy is in place. The procedures for assessment are good, which reflects the findings of the previous inspection. The academic progress of the pupils is carefully tracked and, each term, teachers and pupils jointly set three targets for improvement. The teachers, who record when these have been achieved and then establish new ones, carefully monitor the targets. Teachers have developed a whole-school collection of pupils' work in English and mathematics at agreed National Curriculum levels, in order to help them with the accuracy and consistency of their assessments. Currently, sixteen pupils are on an 'exceptional child' register and teachers monitor their progress carefully. Assessment of the progress of pupils with special educational needs is good. There is regular testing of pupils' knowledge and skills. A clear marking policy is in place. Teachers mark pupils' work regularly and positively and often comment on ways in which the pupils might improve. Comments were observed such as, 'Drawing a diagram would have been a good idea' (Year 6 science) and 'What do you think Lord Shaftesbury could do?' (Year 6 history).

34. The deputy headteacher has carefully monitored recent developments in assessment. Assessment targets on the school development plan have been addressed on time. Very good use is being made of assessment data, including the results of national tests, in order to pinpoint areas of weakness and to plan subsequent work. Teachers regularly evaluate their lessons, in order to inform their future planning. Comments were observed such as, 'Some children still finding it difficult to work independently; need to look at this' (Year 1 English); or, 'Pupils need to develop stylish links' (Year 2 physical education); and 'Pupils having difficulty programming left and right' (Year 4 information technology). Learning assistants are fully involved in assessing and recording pupils' progress. There are opportunities for the pupils to be involved in assessing their own progress. For example, termly targets for improvement are discussed with the teachers and Year 6 pupils can decide on some of the material included in their Records of Achievement, which are given out at the end of the year during an 'Evening of Achievement'.

### **37. Pupils' spiritual, moral, social and cultural development**

35. Overall, the school's provision for pupils' spiritual, moral, social and cultural development is good. Provision for their spiritual development is satisfactory. Relationships between pupils and all adults are good and adults in the school provide good role models for pupils whom they treat with courtesy, kindness and respect. Pupils with special educational needs take a full part in all lessons, activities and experiences available.

36. Pupils of all ages are given opportunities to reflect on their own and other people's lives in collective worship assemblies and religious education lessons. Themes and topics for collective worship assemblies are well planned and, during the week of the inspection, the theme of 'Choices' gave pupils the opportunity to reflect on how some choices are more important than others and how their choices can affect the lives of other people. A short time for prayer is built into every assembly giving pupils time to reflect on what they have heard. However, the policy for collective worship is insufficiently developed and does not provide staff with guidance on how to develop pupils' spiritual awareness. Religious education lessons provide pupils with opportunities to explore the central beliefs, ideas and practices of major world faiths and teachers often use stories to illustrate feelings such as loneliness and jealousy. In their geography lessons, pupils are encouraged to reflect on their local environment and the way in which it could be improved for the benefit of all citizens. Pupils also consider issues such as pollution and global warming and discuss with their teacher the impact on the environment and the lives of others. Music lessons also give pupils the opportunity to reflect on pieces of contrasting music and, in one science lesson, some pupils were awe-struck and fascinated by the effect of spinning colour wheels. In lessons in most subjects, teachers value pupils' ideas and they are encouraged to put forward their own thoughts and opinions. However, some lessons are over directed by the teacher and opportunities for pupils to voice their thoughts are limited.

37. Provision for moral development is good. The behaviour policy of the school is seen in practice each day as all members of staff react and respond consistently in the promotion of good behaviour. In classrooms, children have been involved in devising their own sets of rules and these are prominently displayed for all to see. Each week, merit bands are awarded to children who consistently behave well and show a positive attitude to their work and life in school. Pupils of all ages have a clear understanding of right and wrong. Collective worship makes a strong contribution, as do other subjects in the curriculum. In history, pupils learn about the Victorians and discuss some of the moral issues of the time. Christian and other faith stories used in religious education also provide good opportunities for moral development. Overall, moral issues are well taught.

38. Provision for social development is good. Pupils are given opportunities to work together in pairs or small groups within the classroom. They contribute to collective worship assemblies often assisting teachers with the preparation of the hall beforehand and operating the overhead projector and tape recorder. Pupils sometimes participate in improvised drama sessions during assembly, which enhances the experience for all involved. The school provides an excellent range of after school clubs and activities, which cater for all interests and abilities. An opportunity is provided each year for Year 6 pupils to take part in a residential trip to a farm in Devon. The school regularly supports appeals and charities and recently almost £1000 was raised in a sponsored 'Readathon'. Overall, provision for social development is good, although opportunities for older pupils to take more responsibilities around the school are insufficiently developed. The newly created millennium garden provides a good environment for social interaction between pupils and recently was used as the backdrop for improvised drama based on the story of the Good Samaritan.

39. The school's provision for cultural development is good. Opportunities for pupils to appreciate their own cultural traditions are strong in most areas of the curriculum, particularly in history, music and art. Older pupils study aspects of Tudor and Victorian life and Britain during and after the Second World War. All pupils have good opportunities to listen to a wide range of music and to use musical instruments from around the world. In art, pupils study famous artists and traditional art from other cultures, for example, Aboriginal art from Australia. All pupils participate in a range of cultural visits including trips to the Tate Gallery, the National History Museum, Hampton Court and a number of places of worship. During the construction of the millennium garden, a sculptor in residence helped pupils to create a sculpture which forms the focal point of the garden.

40. The quality of the school's provision for the pupils' spiritual, moral, social and cultural development has been maintained since its last OFSTED inspection.

43.

## **Support,**

### **guidance and pupils' welfare**

41.The school's support for its pupils and its arrangements for pupils' guidance and welfare are good.

42.The school is successful in its aim to create a safe and caring environment for its pupils. Class teachers provide appropriate support for pupils on a day-to-day basis, and their relationships with pupils are generally good. New pupils quickly settle into the Nursery, and are sensitively introduced to school life in preparation for full-time education. Lunchtime supervision is well managed and there are a good number of assistants. The 'ABC' before and after school club provides a useful child care facility for parents. Last year, Year 6 pupils transferred to 11 local secondary schools, and the school works hard to help families make informed choices about the next stage of the pupils' education. Pupils with special educational needs are well supported in and during the course of everyday lessons. This enables them to make good progress.

43.The school's procedures for monitoring academic progress and personal development are good. The school keeps detailed records of pupils' attainment, and monitors their progress. Pupils' target books and annual reports clearly identify ways in which pupils can improve their work.

44.The procedures for monitoring and promoting good attendance are very good. The headteacher reviews all absences, and applies very rigorous criteria to ensure that any absences condoned by parents, such as extended holidays or birthday treats, are not authorised by the school. The school follows up regular and unexplained absences, and there are appropriate links with the educational welfare officer. Registration procedures meet statutory requirements, and the school keeps good records of pupils who leave during the day for medical appointments, or stay on for after school clubs.

45.The school's measures for promoting discipline and good behaviour are good, and the school operates as an orderly community. The ethos of good behaviour is reinforced in lessons and assemblies and by the good examples of adults working in the school. This is underpinned by a clear behaviour policy, which emphasises positive behaviour management. Rewards and sanctions are effective, and are applied consistently. Parents and pupils are fully aware of the sanctions if pupils misbehave. Incidents of bullying and anti-social behaviour are dealt with effectively. The school has not drawn up policies on bullying or on the use of control and restraint of pupils.

46.The school's arrangements for promoting the health, safety and general well-being of the pupils are generally satisfactory. The school is not following all the guidelines for child protection. The school has appointed a teacher (the guidelines state that this should be a senior member of staff) with responsibility for child protection. It has not drawn up its own policy, and some support staff have not received awareness training in child protection. The school pays due attention to health and safety. Governors make annual checks of the premises, but have not carried out a formal risk assessment. Some minor health and safety concerns were brought to the attention of the headteacher during the inspection, regarding some fire exits signs, fire extinguishers signs and labelling of first aid boxes. First aid is well managed by the welfare assistant. Three members of staff are qualified in first aid, and some staff have received basic training. There is a well-equipped medical room, and good procedures are in place for giving medication and caring for pupils who are ill or injured.

### **49. Partnership with parents and the community**

47.The life of the school is enriched by its relationships with parents and the community. These links have a beneficial effect on pupils' learning.

48.The quality of information, which the school provides to parents, is very good. This is a strength of the school, and helps parents to take an active part in their children's education. Parents talked of a 'family school', and they feel able to come into school to discuss their concerns. New parents are well informed through visits to the school, a meeting and a helpful booklet. The high quality prospectus contains useful information for parents. The governors' Annual Report to parents celebrates pupils' work, but does not contain all the statutory information. Informative newsletters give details of future events and celebrate the school's successes. At the beginning of each term, the school sends parents helpful information about the topics that their children will be studying, and details of school visits. The school invited parents to a valuable information session on literacy. Termly consultations provide good opportunities for parents and teachers to discuss pupils' progress. Pupils' annual reports are of a good standard and include clear and focused targets for improvement. However, no precise information is given on the rate of pupils' progress in information technology. Parents of children with special educational needs are regularly kept informed about their children's personal and academic development.

49.Parents' involvement in pupils' learning is good, and the school values their contributions. A good number of parents help in school on a regular basis, and provide valuable support in the classroom. A group of parents responded enthusiastically to the invitation to become involved in a 'Family Learning' initiative. Parents make significant contributions to the life of the school through the governing body, and the active Friends of Ruislip School (FROGS) organises social and fundraising events. Although parental support for concerts and celebrations is very good, very few parents took up the school's invitation to an information session on literacy. Some parents were involved in drawing up the home/school agreement, which is now in place. The vast majority of parents are satisfied with homework. The school has drawn up its own policy, and has included helpful strategies for parents in the prospectus. Parents are involved in the home/school reading scheme, which has a beneficial effect on pupils' learning.

50.The school has developed satisfactory links with the local community. Visitors such as a theatre group and a farm enrich the curriculum, particularly in the Nursery. The school arranges a variety of visits each term to a good range of places of interest. The premises are let to community groups, and pupils take part in local sporting and arts events. Two members of the local community help in school, and the school welcomes local residents to the annual pantomime. Pupils develop social skills through visits, including a residential visit for Year 6 pupils. They are encouraged to think of others through fundraising for charity, but there are few opportunities for them to come into contact with those in need in the local community. Teachers discuss curricular issues with staff from other local primary schools. The school welcomes students and pupils on work experience, but pupils have very little contact with local employers and the world of work.

## 53. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

### 53. Leadership and management

51.Overall, the quality of leadership and management of the school is good. Since her appointment to the post just over two years ago, the headteacher has provided the school with clear leadership and has focused much of her work on raising the quality of teaching and standards generally in the school. The deputy headteacher and senior management team ably support her. There is a strong team spirit and all members of staff are made to feel part of a team whose thoughts and opinions are valued by the headteacher. There is a positive ethos in the school with a strong commitment to improving the quality of provision even further. Many parents support the school's values and ideals.

52.Following a noticeable fall in standards in the end of key stage National Curriculum tests in 1998, the school has taken swift action to improve its performance. Teaching, for example, is regularly monitored by both the senior management team and, where suitable, other subject co-ordinators. The results of such evaluation are regularly and openly discussed and appropriate

targets are set as an outcome of such work. This has been combined well with the school's response to national initiatives such as the implementation of the National Literacy and Numeracy Strategies. Good progress has been made in these areas in a short time.

53. The governing body gives the school appropriate and well-targeted support. The Chair of Governors regularly visits the school, as do some other governors. This enables them to gain first hand information about the quality of education that the school offers. In addition, many regularly attend the annual development planning day that takes place at the start of each calendar year. All staff attend and close and honest discussions are held about improvements made in the school and what future action points are needed to improve the quality of education. From these discussions, the school development plan is produced. The quality of this plan is sound. Its action points are pertinent to the needs of the school and have recently taken into account the development and refurbishment that have taken place. Shortcomings in the plan include a lack of more precise focus on linking success criteria with the improvement in the standards that pupils attain and, making more medium term budget predictions.

54. Overall, there has been good progress since the school's last inspection. Effective action has been taken on each of the three key issues that the school was asked to address. The role of the co-ordinators, for example, has been well extended. Regular and thorough evaluation about each subject takes place and most teachers have an appropriate amount of non-teaching time to enable them to undertake their management responsibilities effectively. The quality of teaching has also improved greatly. At the time of the last inspection, one in five lessons was found to be unsatisfactory. Results from this inspection indicate very little unsatisfactory teaching and nearly one in five lessons was judged to be very good. Despite these very positive efforts, progress in improving the standards that pupils attain in information technology has been unsatisfactory. In view of the strong sense of teamwork in the school, the school shows good capacity to build on its current successes and improve further still.

55. The school has clear aims for all aspects of its work and these are translated well into practice. Movement around the school is very good and contributes well to its smooth running. There is a strong commitment to equal opportunities. Requirements in relation to pupils with special educational needs are met. However, liaison between the governor nominated for overseeing provision in this area and the school's special educational needs co-ordinator is too infrequent. The needs of higher attaining pupils are well addressed in many areas of the curriculum. Pupils with an aptitude for sport or music are well-targeted and are given additional support.

56. Requirements for pupils to participate in a daily act of collective worship are fully met. However, the requirements in the governors' Annual Report to parents are not fully met and formal arrangements for the appraisal of teachers are not in place.

#### **59. Staffing, accommodation and learning resources**

57. The number, qualifications and experience of the school's teaching staff meet the needs of the curriculum well. Generous levels of staffing, which include a non-class based deputy headteacher, a full time and two part-time teachers, enable the setting of pupils into smaller groups for several subjects, including literacy and numeracy. There is also a part-time teacher of music. The learning support staff contribute significantly to pupils' learning and class work. They work closely with class teachers to ensure effective planning of work for all pupils, including those with special educational needs. The staff are well qualified and have a suitable range of expertise between them.

58. The school's arrangements for the professional development of teachers and support staff are good and training is effectively related to both the priorities of the school development plan and the needs of individual staff. A key issue of the school's previous inspection report was to further develop subject curriculum leadership. This has been addressed well. All curriculum co-ordinators have attended a range of appropriate courses to enable them to support their colleagues in school. The school supports newly qualified teachers well and provides them with

weekly non-teaching time, access to training and regular review meetings. The provision fully meets requirement guidelines on the induction of newly qualified staff. The previous inspection identified that the procedures for the statutory appraisal of teachers was not in place. Insufficient progress has been made on this issue. However, all teaching and support staff meet annually with the headteacher to review their roles and to set targets for future development.

59. The school's accommodation is very good. The school building is light and spacious and all classrooms are of a good size and well furnished. There is generous provision of two halls, two libraries and specialist rooms for design and technology and music. The Nursery is housed in a large purpose built room with smaller rooms for group work. The buildings are well maintained and cleaned to a high standard. A good range of attractive and imaginative displays further enhances the internal environment.

60. The school has very large grounds, which contain a large playing field, ample hard surfaced areas, climbing equipment and a very attractive and stimulating millennium garden. This is a recent addition to the school's facilities. The outdoor area of the Nursery has been greatly improved since the last inspection and consists of a garden and hard core play area, part of which is covered, offering children daily opportunities for outside play.

61. Overall, the quality and range of the school's resources are good and deficiencies identified in the last report have been rectified. The Nursery has a range of very good quality large toys and there are appropriate collections of books in all classrooms. Learning resources are well catalogued and labelled and are accessible to both pupils and staff. Both libraries are attractively set out and contain a good range of fiction and non-fiction books. All classes have access to computers, but, as identified in the last inspection, not all computers are effectively used by teachers in lessons to support their teaching. Some of the equipment in Key Stage 1 is too old and impedes pupils' progress. The school is committed to an on-going investment in updating and increasing learning resources in all areas of the curriculum. External visits, such as museums and places of educational interest complement the school's resources.

#### **64. The efficiency of the school**

62. Overall, the school makes good use of its resources. The quality of financial planning is sound. Although this highlights clearly spending patterns for the current financial year, those for the medium term are unclear. However, the school is not altogether clear on the precise plans that have been laid by the Local Education Authority for the continued expansion of the school. This makes longer term financial planning more difficult to achieve. In view of this situation, the school's current contingency fund in the budget – amounting to five per cent of the total budget – is an appropriate figure. Sensitive and judicious planning has been involved in the recent refurbishment of the school. All items of expenditure are appropriately costed and the governing body is fully involved and is kept regularly up-to-date about decisions concerning school expenditure. The Chair of the Finance committee regularly oversees expenditure and works in close contact with the headteacher and the school's part-time finance officer. At present, there are few formal structures for measuring value for money against continuing improvements in standards.

63. All teaching and support staff are well deployed and their particular expertise and interests are well used. The time of the headteacher and deputy headteacher is also used well. Both of them have regular teaching commitments in the upper end of Key Stage 2. Their time is centred primarily, but not exclusively, on enabling pupils to be taught in smaller groups, especially for mathematics. Such arrangements are having a positive impact on standards. Most classes have a learning support assistant at some time during the week. Their work with pupils is well directed by class teachers and this results in all learning assistants making a valuable contribution to the learning and progress that pupils make. Support staff who work with pupils with special educational needs are also well briefed on the nature of the support to be given to these pupils. This enables them to make good progress towards their individual targets. There are a number of part-time teaching staff in the school. Their teaching time enables other

teachers to have specific time to fulfil their managerial responsibilities effectively.

64. The extra resources allocated to the school as a result of specific grants are carefully spent. Historically, the school has augmented those for pupils with special educational needs with funds from its own budget. Resources to support literacy and numeracy are carefully matched to aspects of development in these two areas. Recent funds allocated to support the implementation of the National Grid for Learning have assisted in providing the school with facilities to access the Internet. At present, however, pupils use such facilities too infrequently. Funds for staff training, including support personnel, are always aligned carefully with aspects of the school development plan. The school receives a substantial sum from hiring out part of its accommodation for a playgroup. This income contributes to the overall school budget and is well managed.

65. The day-to-day administration procedures devised by the headteacher are good and, as found at the time of the school's last inspection, assist greatly in the smooth running of the school. She is ably supported by a well qualified and supportive administrative team. The recommendations of the last school audit have been acted upon. Each co-ordinator has a budget to manage and any planned expenditure is always effectively matched to the curricular targets in the school development plan.

66. The school's accommodation is generous. Classrooms are used well, as are the many corridors, for display purposes. However, the two school libraries are considerably under used, as was noted at the time of the school's last inspection. The potential use of these facilities to develop the pupils' independent learning skills is often missed. The accommodation includes additional space for the teaching of music that is used for most of the week. Resources in most areas of the curriculum are of good quality. However, pupils insufficiently use the school's computer resources during lessons. There is evidence from the inspection that time during the school day is used effectively.

67. The school has some strong features, one of which is the quality of teaching. This feature, along with good leadership, effective management of the school's resources and good progress made by most pupils from their point of entry to the school, ensures that the school gives good value for money. This is an improvement on the judgement made at the time of the last inspection when it was found to be satisfactory.



70.

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

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

68. The children under five are taught for half a day in the Nursery for up to four terms. At the beginning of the term in which they are five, they start their full time education in the Reception class. The children born in the summer move from the Nursery to the Year 1 classes. At the time of the inspection, all of the children under five were attending the Nursery part-time and the five year olds were full time in the Year 1 classes. The education provided for the children under five is very good and is a strength of the school. All of the weaknesses indicated in the previous inspection report have been improved. The purpose-built Nursery and excellent outdoor area provide very good accommodation in which the youngest children can thrive.

69. The school's assessment of children on entry to the Nursery shows that levels of attainment, for most of the children, meet the expectations for their age. They confidently settle into the routine of the Nursery and make good progress as a result of the education provided. The majority of children meet the nationally recommended Desirable Learning Outcomes in the Nursery and work on the early stages of the National Curriculum while they are in the Reception classes. The results of the assessment of five year olds entering the school last year show their attainment to be above average compared with other schools in the borough in English, mathematics and personal and social development. During the inspection, the children's attainment in general knowledge and creative and physical development was good, considering that they still have another year before they join Year 1.

70. The curriculum for children under five follows the recommended six areas of learning and recognises the transition to the National Curriculum. The staff imaginatively plan a broad range of interesting and challenging tasks. They skilfully analyse the results of assessment to adjust the curriculum for the learning needs of the children. Older and higher attaining children work in small tuition groups on extension tasks. The quality of teaching by all of the staff is very good. It has a positive impact on the scope and direction of the children's learning. The staff are well qualified to teach this age group and have considerable expertise both in recognising opportunities to focus on learning outcomes and in developing language skills. The Nursery staff start the process of building a good relationship with parents. The open and friendly daily contact and the scrapbooks containing information about the curriculum are two of the many strategies used.

73.

### **Personal and social development**

71. The children make good progress in this area of learning. Most enter the Nursery well prepared for school. After a short time, the youngest children are confident and have established effective relationships with each other and the Nursery staff. They listen to instructions, put up their hands before speaking and wait for their turns. At the signal for registration, every child is immediately silent and still. The school's arrangements prepare children very well for their entry to the Nursery and support them while they settle in. The children work well and even help each other when part of a group. By the time they are five, many are able to remain at a task for a considerable length of time. Most demonstrate independence in getting changed for physical education, folding their clothes in a neat pile. They independently select a good range of indoor and outdoor activities, to occupy their time very productively. They readily take turns on the exciting toys in the outdoor area. The mixture of fruit is enthusiastically, yet politely, eaten at the snack table. Resources, like the tools in the hairdresser's area, are used carefully and put away after use. The quality of teaching is very good and creates a purposeful working ethos. In the early stages, children are encouraged to share, listen when others are speaking, follow instructions and be sensitive to the feelings of others. Later in the year, they are encouraged to take more responsibility for the range of activities they select and to join in more formal learning tasks in preparation for transfer to full time education.

74.

## **Language and**

### **literacy**

72. The children make satisfactory progress with writing, good progress with reading and very good progress with speaking and listening. The youngest children soon enjoy listening to a story. They understand the form of group discussions and when it is appropriate to join in with a story or a rhyme. Children are willing to answer questions, ask when they need help and talk about their games. They use pens and pencils to practise emergent writing skills. When looking at books, they expect to find a story. The quality of teaching is good. There is a strong emphasis on developing language skills. Taped stories or everyday sounds encourage children to listen more closely. Older children learn to follow more formal instruction in small groups before transferring to full time education. The staff use every opportunity to encourage children to talk in more detail about what they are doing. They play with children, for example, as they place furniture in a doll's house, to extend their knowledge of positional words and help them to form sentences correctly. Children with speech problems are understood and sensitively supported. Hand puppets help some children to have enough confidence to speak. While looking at books with an adult, the children learn about authors, titles, letters of the alphabet and words. Big books are effectively used to instruct larger groups. In popular and familiar stories like 'Goldilocks and the Three Bears', they can predict possible outcomes and memorise some words. They have daily opportunities to practise emergent writing skills and to trace or copy writing. Most of the children can write their names by the time they are five. Many find letter formation very difficult.

75.

## **Mathematics**

73. The children make good progress in all aspects of mathematics. The youngest children recognise and produce, or copy, patterns with toys, observe different shapes as they fit things together and show some knowledge of numbers in simple drawings like figures with two eyes and many fingers. The quality of teaching is good. Opportunities are taken throughout the curriculum to develop mathematical thinking. Counting practice occurs during songs, stories and rhymes. Many games set up on tables or in the playground involve counting and recognising numbers. The children draw or write about mathematics in exercise books. By the time they are five, all of the children are accustomed to using mathematics in classroom activities like sorting and matching shapes. They have some experience of drawing or writing about mathematics and can add and subtract to ten.

76.

## **Knowledge and**

### **understanding of the world**

74. The children make good progress in their knowledge and understanding of the world. The youngest children can search for conkers and pine cones in a tray full of leaves. They know about the ingredients of a pizza they have cooked. Many of them try to use the mouse to control the computer. The quality of teaching is good. The children are provided with a steady flow of information about the things they experience every day. A wide range of stimuli is provided, for example, gardening, cookery, talking to a travelling farm and a spinner. During the inspection, some children could explain that leaves grow on trees and that they fall down in winter "because it's cold". The computers are well used in an experimental way, and staff quickly move to help the children gain control and understanding.

77.

## **Physical**

### **development**

75.The children make good progress in physical development. The youngest children can handle tools with increasing dexterity when making models or pictures. They can use larger equipment in the playground. This secure outdoor area is excellent. A large area of playground is covered so that large equipment can be stored outside. The garden is full of vegetables and flowers planted by the children. Equipment is thoughtfully planned to cover all areas of learning, for example, the puppet theatre encourages children to create stories and vocalise in the character of the puppets. During lessons in the hall, older children can move energetically and safely as a group. They respond to instruction imaginatively and with increasing control and build on previous lessons to create a sequence of movements. They learn to change into plimsolls and vest and pants. Children make perceptive comments about getting warmer and more breathless as they exercise. The staff constantly help children to handle tools, computers and other equipment correctly. They observe and move to help children improve the quality of their movement in gymnastics.

78.

## **Creative**

### **development**

76.The children make good progress in creative development. During the inspection, children printed patterns, glued beads onto paper plates, cut out card shapes, drew pictures, told stories with puppets and pretended to be hairdressers. They daily sang rhymes and counting songs. The staff ensure that they extend learning throughout these activities. There is a strong emphasis on developing the children's ideas and helping them to respond creatively to the world around them.

79.

## **ENGLISH,**

### **MATHEMATICS AND SCIENCE**

#### **English**

77.At the end of Key Stage 2, the 1998 national test results show the percentage of pupils attaining the national expectation ( Level 4 ) to be above average and the number exceeding it to be broadly in line. Results are below average for similar schools at Level 4 and broadly in line at Level 5. The 1999 tests show a slight improvement in line with national trends and, although national comparisons are not yet available, indicate that standards of attainment are being maintained. Inspection evidence supports these findings. Standards have been maintained over the last three years and have improved since the last report, where they were judged to be average.

78.Standards in speaking and listening are broadly average and are much improved since the last report. By the age of 11, most pupils listen with concentration and respond appropriately when engaged in oral comprehension and discussion. They employ some of the core features of Standard English vocabulary and grammar appropriately. There are improved opportunities for speaking during the literacy hour and across the curriculum. There are planned lessons for drama and, in a Year 4 class, pupils make good use of gesture and intonation to portray characters from *The Twits*.

79.Standards in reading are above average. This shows a marked improvement since the last inspection. Higher reading skills are encouraged and, through the National Literacy Strategy, pupils have access to a wider range of texts. Opportunities to make regular use of the library are still limited. By the age of 11, pupils understand the significant ideas of what they are reading and can talk about events and characters. They are developing the use of inference and deduction and make reference to text when explaining their views.

80.Standards in writing are above average. The National Literacy Strategy has broadened the range of tasks and purposes for writing since the last inspection, where this was felt to be too narrow. Pupils begin to extend meaning in complex sentences and make good use of

paragraphs. Their writing, in a range of forms, is lively and thoughtful. Spelling, including polysyllabic words with regular patterns, is usually correct. Many use correct punctuation including apostrophes and inverted commas. Handwriting is generally fluent, joined and legible. The use of word-processing to draft and redraft work remains insufficiently developed.

81. At the end of Key Stage 1, according to the findings of the inspection, overall standards of attainment are broadly average. The 1998 national tests show the percentage of pupils attaining the national expectation ( Level 2 ) to be below average in reading and broadly average in writing. The percentage exceeding the national average was broadly in line with that found nationally for reading but below in writing, where no pupils attained Level 3. Attainment in comparison with schools in similar contexts, showed the percentage achieving Level 2 to be well below average and for those attaining Level 3 to be below average for reading and writing. The 1999 results show an improvement in both reading and writing at both Level 2 and Level 3. Although there are no national comparisons yet available, these results would indicate standards more broadly in line with those found nationally. The percentage attaining Level 3 in writing (five per cent) is now more closely in line with last year's average (seven per cent). Inspection evidence supports this and finds some above average levels in Year 1.

82. By the end of Key Stage 1 pupils show average standards in speaking and listen well. This is an improvement since the last report where standards were judged to be below average. Many pupils show growing confidence and usually listen carefully, making appropriate responses. Many show an understanding of the main points in discussion and begin to be aware of Standard English and when to use it.

83. Standards in reading are broadly average and are in line with the findings of the last inspection. Almost all pupils' reading of simple passages of writing demonstrates understanding and is usually accurate. Many read independently, establishing meaning through appropriate strategies and employing alphabetical knowledge in locating books and information. The National Literacy Strategy ensures a good range of shared texts and reading books are well matched to pupils' needs.

84. Standards in writing are broadly average. By the end of the key stage, pupils are beginning to use more interesting vocabulary in their writing and to develop their ideas into a sequence of sentences. Their work is sometimes punctuated with capitals and full stops. Monosyllabic words are usually spelt correctly and many pupils are confident spellers. Handwriting is legibly formed and accurate and is beginning to be joined. In literacy lessons, written tasks are generally well matched to the different groups in the class and this, coupled with consistently good teaching, has resulted in steady improvement in standards.

85. In lessons, progress is good overall at both key stages. It is consistently good in Years 5 and 6 and was very good in a Year 5 lesson, which developed pupils' understanding of connectives. Pupils start Key Stage 1 with slightly above average attainment and are making good gains in all aspects of English. They are developing steadily the early skills of reading and writing and show growing confidence in speaking. They learn a widening range of letter blends and make good gains in their reading skills. In writing they are extending their range of writing and higher attaining pupils are now being more challenged to progress to Level 3.

86. In Years 3 and 4, pupils continue to make steady progress across all aspects of English in lessons and over time. They build on basic skills and make sound progress in extending the range of writing and producing sustained writing both in English lessons and in other lessons. Pupils make good progress in developing their basic reading skills in both fiction and non-fiction. Pupils in Years 5 and 6 make more rapid progress, which leads to the above average standards attained at the end of the key stage. However, they have limited opportunities to work independently or to use information technology to support their work. Pupils with special educational needs make progress in line with their peers, and particularly good progress when receiving additional support from skilled support teachers and assistants.

87. Pupils' attitudes to learning are good. They generally behave well and concentrate on their work. They try hard, are keen to improve on their first drafts, take pride in their presentation

and produce neat work. In the few observed group tasks they discuss their work sensibly and maturely. Relationships between pupils and staff are positive. Pupils respect their teachers and one another. They generally enjoy books and extend their reading at home.

88. The quality of teaching is good overall. It is never less than satisfactory. In Key Stage 1, it is good in 80 per cent of lessons. In Key Stage 2, it is good or better in about 75 per cent of lessons and is very good in a quarter of classes. Teachers generally show good knowledge of the subject and plan their work well in line with the expectations of the literacy framework. They generally manage pupils effectively and relationships are good. Classes are well organised and good use is made of resources. All teachers are implementing the National Literacy Strategy confidently and successfully. In the best lessons, teachers use skilled questioning to extend pupils' thinking and there is a very clear focus for teaching and learning. Teachers have high expectations and set very challenging tasks, which extend pupils. They are enthusiastic about the subject and create a very good working environment. An example of this high level of challenge is evident in the Year 5 lesson on the study of characterisation in 'The Five Sisters', where pupils showed great enjoyment and understanding of the story.

89. The contribution of literacy to other areas of the curriculum is good. Pupils are developing appropriate mathematical, scientific and technical vocabulary. In mathematics, pupils have good opportunities to explain their methods of calculation and generally discuss their mathematics. In design and technology, there are good opportunities for pupils to evaluate their work and make written predictions about how their work may develop. They listen well in physical education and follow instructions carefully and safely. Reading and writing skills are adequately developed across all subjects and there are good examples of imaginative writing in history, particularly in Year 6, where pupils write a letter of complaint to the town mayor about infringements of public health laws. They write in the roles of a Tudor servant and a visitor to a Victorian factory. In many lessons, however, there are missed opportunities to use a range of computer software to promote literacy skills.

90. The subject is very well managed and its teaching meets the requirements of the National Curriculum. The co-ordinator gives good educational direction for the subject and has put in place very good monitoring arrangements. The curriculum is broad and balanced and is very well planned for continuity of learning against the literacy framework. This shows a significant improvement since the last report.

91. Resources are good in terms of core and scheme books. The range of fiction in both the library and classrooms is appropriate to the needs and ages of pupils. There is a good range of displays to promote books and an enjoyment of reading. The use of computers to support the subject is not well developed. It is mainly limited to word-processing and some software to support basic development of skills.

94.

### **Mathematics**

92. Analysis of the national end of Key Stage 2 tests for 1998 shows that, in mathematics, the proportion of the school's pupils attaining Level 4 or above, and Level 5 or above, was close to the national average. When the average of the school's results is compared with that of all schools, it shows that its performance is also close to the national average. When compared with similar schools, it shows that its performance is below average for pupils achieving Level 4 and above, and below average for those achieving Level 5 and above. When the averages of the school's end of Key Stage 2 results are compared with those reached by the school in 1996 and 1997, they show standards which rose slightly in 1997 but declined significantly in 1998. Nationally, standards in mathematics rose in 1997 and marginally declined in 1998. The combined data for 1996, 1997 and 1998 show no significant variation in the attainment of boys and girls. The latest results for 1999 show a marked improvement and are basically in line with the national average. The performance of higher attaining pupils has improved significantly.

93. The findings of this inspection indicate that, by the end of Key Stage 2, most pupils attain standards that are above the national expectation. These findings are an improvement on the

judgement of the last OFSTED inspection where standards were found to be generally in line with national expectations and only better in some aspects of the subject. Standards in numeracy for this age group are at least in line with national expectations, and many pupils work above this level. By the age of 11, pupils present and explain their results in a clear and organised manner. In their numeracy work, most pupils understand place value up to a thousand and can divide by tens and hundreds using whole numbers and decimals. They have a secure knowledge of fractions and some pupils understand the relationship between these and decimals and percentages. Pupils understand multiples, factors, and prime numbers and use brackets correctly. Some of the higher attaining pupils can solve simple algebraic formulae. Most show a sound knowledge and understanding of reflective symmetry in two dimensional shapes and can recognise and name a range of three dimensional solids. Pupils are developing their skills of estimation and can measure length in centimetres and metres using a range of measuring instruments. In their data handling work, pupils are able to select and collect discrete data, and use this data for frequency charts, block graphs and pie charts. Many understand and use range, mean, mode and median. Pupils use their data handling skills in other subject areas such as science, where they record data generated from experiments in a variety of ways. Opportunities for pupils to develop and apply their investigative and problem solving skills are insufficiently developed although some pupils have investigated a range of shapes, which could be made from squares and triangles. Information technology is not used sufficiently to support pupils' learning in mathematics, although some of the higher attaining pupils are beginning to use a simple spreadsheet program.

94. Analysis of the 1998 national end of Key Stage 1 tests and assessments by teachers shows that the proportion of the school's pupils attaining Level 2 and above, and Level 3 and above, was close to the national average. When the average of the school's results is compared with that of all schools it is broadly in line with the national average. When it is compared with similar schools, the average results are well below the national average. When the averages of the school's end of Key Stage 1 results are compared with those reached by the school in 1996 and 1997, they show a rise between 1996 and 1997 and a slight fall between 1997 and 1998. There are no significant variations in the attainment of the boys and girls, taking the three years 1996 and 1998 together. The latest results for 1999 show a marked improvement, which exceeds the national average.

95. The findings of this inspection are that pupils attain standards above the level of the national expectation at the end of Key Stage 1. This judgement is an improvement on the findings of the school's last OFSTED inspection where standards were in line with national expectation in most areas of mathematics and above in some aspects. By the age of seven, pupils can count in tens and fives to and from 100, they can recognise simple sequences of numbers and many recognise odd and even numbers. Standards in numeracy are often good. Many of the youngest pupils can calculate mentally number bonds to ten and are beginning to understand and use the relationship between addition and subtraction as part of their calculating strategies. Older pupils understand and use the concept of place value when working with tens and unit numbers. Many recognise odd and even numbers and are able to select these by looking at the final digit. Others use apparatus to share a given number between two thus reinforcing the concept of odd and even. Some pupils can estimate short distances and they are developing their accuracy skills in measurement with the use of a ruler and metre stick. Most pupils can recognise and name common two and three dimensional shapes and solids. Occasionally, pupils are given opportunities to use and apply their mathematical and problem solving skills. For example, some of the youngest pupils were asked to find different ways to make ten, while others were able to transfer information learned previously about addition of numbers to ten to similar problems involving subtraction.

96. Overall, pupils of all abilities make good progress in both key stages. Progress observed in lessons ranged from at least satisfactory to very good, particularly towards the upper end of Key Stage 2. This reflects the good quality of teaching observed in many lessons. Evidence gathered from pupils' books indicates that, at this early point in the school year, pupils are making at least satisfactory progress overall. Pupils with special educational needs make good,

or very good progress, due partly to the very good individual or small group support that they receive. The youngest pupils progress from recognising and counting numbers to ten and counting in twos to the recognition of odd and even numbers and an understanding of place value in Year 2. As they progress through Key Stage 2, their calculations extend to larger numbers including thousands and decimals. Many pupils can complete long multiplication and division problems without a calculator and the oldest pupils successfully complete work on percentages and fractions.

97. Nearly all pupils respond well to their mathematics lessons. They listen attentively and most participate fully in the oral parts of the lessons. They concentrate on their tasks and are able to work independently and quietly. During practical activities, most pupils behave sensibly, although a few pupils do not concentrate on a task unless reminded to do so by the teacher. During the inspection, no incidents of bad behaviour were seen and pupils were responsive and courteous to their teachers. The presentation of work is generally neat and tidy, particularly in Key Stage 2, and pupils show a pride in their work when discussing it with adults. Positive attitudes and good behaviour in lessons are a strong feature and are consistently good across both key stages.

98. The quality of the teaching of mathematics is good overall, although there are some examples of very good teaching in both key stages, predominantly at Key Stage 2. This judgement shows a marked improvement over the findings of the last OFSTED inspection where teaching was judged to range from unsatisfactory to good. Lessons are well planned and achieve a suitable balance between numeracy and the other aspects of mathematics. All teachers have organised their mathematics lessons in line with the format of the National Numeracy Strategy, thus giving them structure and strategies to improve pupils' attainment and progress. In both key stages, the best lessons are well paced, and provide pupils with differentiated and challenging tasks and teachers use questioning effectively. In a few lessons, the introductory session is too long, the pace falters and pupils are not always purposefully engaged or sufficiently challenged. This hampers progress. Pupils are sometimes given the opportunity to work collaboratively with a partner. On these occasions, they share apparatus sensibly and show respect for each other. Teachers' knowledge and understanding of the subject are secure and they use praise and encouragement well. Teachers use on-going assessment during group work activities to ensure that pupils make good progress. Books are well marked and contain praise and encouraging comments about presentation. However, there are few developmental or evaluative comments on pupils' achievements. On-going assessments are made in the books of some pupils with special educational needs. Teachers' planning is secure; the learning objectives of each lesson are usually written on the board and are shared with pupils at the beginning of each lesson. Throughout the school, teachers have adapted the National Numeracy Strategy medium and short planning sheets and assess pupils against the key objectives identified in the framework. Homework is used to support, consolidate and reinforce class learning.

99. The mathematics curriculum is broad and balanced and, with the exception of opportunities for investigations, fully covers the requirements of the National Curriculum. A subject policy, which is due to be reviewed and revised in line with the recent introduction of the National Numeracy Strategy, is in place. There is a comprehensive scheme of work but this is now replaced by the teaching programmes from the Strategy Framework, which is well matched to the Programmes of Study of the National Curriculum. In a move to raise standards, pupils in Key Stage 2 have been organised into ability sets for mathematics for more than a year. Pupils in Years 3 to 5 are assessed annually using nationally available test material and this information, along with Key Stage 1 SATs, results is used as a basis for grouping pupils by ability. In this way, pupils from Years 3 and 4 are grouped vertically as are those from Years 5 and 6. Since the beginning of this term, a similar grouping arrangement occurs in Year 2, and the higher attaining pupils from both classes are grouped together for all their mathematics lessons. The subject co-ordinator provides strong leadership and supports his colleagues well. During regular non-contact time, he monitors the teaching of mathematics in school. He looks at teachers' planning and pupils' books, feeds back appropriately to staff, and monitors pupils'

progress by analysing SATs and other test results.

## 102. Science

100. In the 1998 end of Key Stage 2 national tests, average attainment was well below the national average compared with all schools and with schools with pupils from similar backgrounds. Attainment at the higher Level 5 was below average. Over the past three years, attainment has been close to the national average in terms of the proportion of pupils attaining Level 4 and above, with girls clearly outperforming boys. Teacher assessment of pupils' attainment by the end of Key Stage 1 in 1998 indicated standards which were in line with the national average, although well below average compared with similar schools. Attainment at the higher Level 3 was below average. Results recently published for the 1999 national tests show considerable improvement in attainment by the end of both key stages, including attainment at the higher levels. The findings of the inspection indicate that attainment is currently average by the end of both key stages. This reflects the findings of the school's previous inspection. It differs from the results of national tests in 1998 and 1999 as these tests do not assess practical and investigative science and a different group of pupils is involved.

101. By the end of Key Stage 2, most pupils can identify the major organs of a flowering plant and higher attaining pupils can describe their functions. They understand how pollination occurs. They observe a variety of seeds and attempt to classify them according to the way in which they are dispersed from the plant. Some pupils find this topic difficult. The pupils know how an electrical circuit can be broken. They construct a simple circuit incorporating a motor to move a colour wheel and a mini spin drier. Most pupils understand that copper is a common conductor and know about insulators and resistors. There is evidence that the pupils have conducted successful practical investigations into a number of scientific concepts, including sound waves, the evaporation rates of water and the friction of different types of shoes. The pupils use their numeracy skills soundly in charting graphs of recorded sunrise and sunset times. They produce accurate pie charts of air composition, bar charts of evaporation rates and line graphs of pulse rates. The pupils make sound use of their literacy skills in using adjectives and similes in poems about animals.

102. By the end of Key Stage 1, most pupils understand the concept of pushes and pulls as forces which affect movement. They investigate the distance travelled by toy vehicles down ramps of varying height and along different surfaces. They understand how stretching or twisting can change materials. There is evidence that the pupils have conducted practical investigations into animal habitats in the school grounds and the conditions necessary for successful plant growth. They find out about the life cycle of a tortoise.

103. Pupils in both key stages are making satisfactory progress in developing their knowledge of scientific concepts and in their ability to conduct practical investigations. Progress becomes more marked in Year 6. Most pupils are learning how to predict outcomes and to record findings through writing, tables and graphs. Even the younger pupils are learning the importance of fair testing. These pupils are developing their appreciation of the senses of the human body. In a Year 1 lesson, the pupils predicted what hidden things they were feeling, tasting and smelling. They listened carefully to all the sounds around them. Key Stage 2 pupils are developing their knowledge of gravity and air resistance; they make and test effective parachutes. However, many are unsure about how to make subsequent changes to their designs, while keeping the tests fair. Some pupils are finding it difficult to understand the concept of the moon's orbit around the earth and the phases of the moon. Most pupils are making satisfactory progress in understanding and using appropriate scientific terms, such as 'seed dispersal', 'rotate', 'crocodile clip', 'insulator', 'alloy', 'friction', 'sweet' and 'sour'. In both key stages, pupils with special educational needs are making good progress, with well-targeted extra support. For example, in a Year 5 lesson, these pupils could use two sets of data to draw sound graphs of sunrise times and to draw conclusions from what they had drawn.

104. The pupils have positive attitudes to their work in science and they tackle practical



investigations with enthusiasm. They work well collaboratively during these sessions, sharing ideas and helping one another. Some Year 6 pupils remarked that science was their favourite lesson. In a Year 6 lesson on electricity, a number of pupils were keen to talk about relevant gadgets which they had at home, such as power breakers and resistors. Most pupils listen attentively and settle down to work quickly. Pupils in Key Stage 2 take a great deal of pride in the presentation of their work but this is much less evident in Key Stage 1. Most pupils concentrate appropriately and persevere with problems, such as attaching cotton thread to parachutes in a Year 4 lesson.

105. The quality of teaching is satisfactory throughout the school, with examples of good teaching in both key stages. The scientific content of lessons is usually accurate. Planning is very good. Almost every lesson observed during the inspection included practical investigations, designed to develop the pupils' knowledge and skills. Due attention is paid to safety during these sessions. The teachers emphasise the use of correct scientific terms and make effective links, wherever possible, with literacy, numeracy and design and technology. They concentrate on developing pupils' skills in careful observation and measurement and in accurate recording. Day-to-day assessment is very good and is used very well to plan subsequent work. Marking is positive and helps the pupils to improve. Comments were seen such as 'why is it important that a plant makes its own food?' and 'please label your circuits; what is what?' Teachers prepare resources well and make sound use of them. Lessons usually move along briskly, and teachers remind pupils of time limits. In some lessons, the teachers challenge higher attaining pupils appropriately, but this is not always the case. Insufficient use is made of information technology to support learning. Overall, teaching is having a sound impact on pupils' progress.

106. A clear policy and scheme of work are in place, which meet the requirements of the National Curriculum. The recently appointed co-ordinator has made a positive start in monitoring planning. There are adequate resources to support learning which the co-ordinator has audited and has made easily accessible to teachers. There is a good range of scientific reference books in both school libraries. The curriculum is enhanced by worthwhile visits to the London Transport Museum and the Natural History Museum and by use of the school's large grounds. However, there is no specific wildlife area. The subject contributes well to the pupils' spiritual and social development, through a good programme of sex education and drugs awareness, the promotion of collaborative practical work and by drawing pupils' attention to the need for environmental conservation. Key Stage 1 pupils have written prayers thanking God for the food we eat.

## 109. **OTHER SUBJECTS OR COURSES**

### 109. **Information technology**

107. By the end of both key stages, pupils attain standards that are below national expectations. This is the same judgement as that made at the time of the school's last inspection. The school has made too few gains in raising standards or the rate of pupils' progress in the subject since that time.

108. By the end of Key Stage 2, few pupils are able to place a graphic into their work with ease although they are more aware of how to change the format of existing work to meet different needs. Too few pupils are able to amend, extend or organise imported text, pictures or graphs from a range of other sources. Pupils' capability to use CD ROM software as a means of developing their literacy skills is underdeveloped. Pupils have too limited knowledge of data handling software such as databases or spreadsheets. By the end of Key Stage 1, pupils have a limited understanding of how different software packages are able to assist them in their learning. Most are aware of the function of various keys on a computer keyboard such as the undo button or the arrow keys. They appreciate well how the mouse is used to access different parts of a computer program. However, their awareness of how a word processor works or how, by changing the type of font or size, they may alter the style of their text is limited. Very

few pupils know how to save or retrieve their work.

109. Pupils in both key stages, including those with special educational needs and higher attainment, make unsatisfactory progress. In all classes in Key Stage 1, pupils make too few gains in being able to word process in drafting a story, make corrections, change font sizes or styles and colours. The development of their understanding of the language of such terms is too slow. In addition, too few pupils make sufficient gains in their ability to collect data that will help to provide answers to questions and how that data may be then entered into a simple graphing program and explored further. In Year 2, progress in understanding simple programmable toys is also insufficient. In Key Stage 2, pupils make too limited progress in using a wide number of computer software packages. As they move through the key stage, their ability to use, for example, simple programming packages such as 'Logo' to create, test, modify and store sequences of instructions to control events, is weak. Progress is better in Year 4 where the use of information technology and the specific teaching of how to use software is more explicit. However, across the key stage, progress in using information technology equipment to monitor external events is also unsatisfactory. Most pupils in Key Stage 2 are aware of terms such as the 'Internet' or 'e-mail' but few opportunities are provided for pupils to access such features and progress overall in this aspect of their work is unsatisfactory.

110. When working at the school's range of computer equipment, pupils do so sensibly. They enjoy their work and are keen to produce work that is well presented and pleasing to look at. When working in pairs, they work co-operatively and make effective use of the time given to complete their efforts. All pupils treat the school's range of computer equipment with sufficient care.

111. Although there is some good teaching in the school, notably in Year 4, the overall quality in both key stages is unsatisfactory. Where teaching is good, as seen in one Year 4 lesson, teachers give good and clear demonstration of how to use the features of particular software, for example, the spell checking facilities of a word-processor. Too many staff are unsure of how to integrate the use of information technology effectively into the course of their everyday teaching. Despite the quality of termly planning, which is often good, this often fails to be translated into practical everyday activities for pupils to complete. Too many lessons were seen during the inspection where the potential to use information technology as part of the pupils' everyday learning, including in literacy and numeracy, was often missed. Some assessment of pupils' capability in information technology takes place. However, there is no whole-school common format about how and when this should be done. As a result, it is difficult to gauge the next steps in pupils' learning and this affects their progress.

112. The co-ordinator for the subject has only just been appointed to the post. She is very enthusiastic and knowledgeable about the subject. Requirements for the subject are met but the emphasis on the control and modelling aspect of the information technology curriculum is insufficient. The scheme of work for the subject has just been amended and this is now based on national guidelines given to schools. The quality of resources is satisfactory. However, those seen in some classes, especially in Key Stage 1, are old and of low quality. Other hardware, such as printers, also look dated and the slow response rate of some machines often dampens pupils' enthusiasm.

**115.  
education**

113. By the end of both key stages, the standards attained are in line with the expectations of the locally Agreed Syllabus. This finding is in agreement with that of the last inspection. By the end of Year 6 pupils have a reasonable knowledge of the elements of Christianity and some other religions including Hinduism and Islam. They know about festivals in these faiths such as Diwali and Eid. They visit different places of worship including a temple, mosque and church and know about religious books such as the Bible and the Quran. During the inspection, three lessons were observed in Key Stage 2. In connection with the story of Joseph and his brothers, pupils were considering the feelings of jealousy and how it affects their own and others' lives. Others discussed the concept of sharing their own lunch and related this to the parable of The Feeding of the Five Thousand. Older pupils consider miracles from the Bible and how these can be separated from other inexplicable events. In some lessons there are limited opportunities for developing pupils' spiritual awareness, but pupils' understanding is enhanced in both key stages by thoughtfully planned and presented acts of worship.

114. During the inspection, two lessons of religious education were observed in Key Stage 1 in addition to a scrutiny of pupils' work and teachers' planning, and discussions with pupils. Pupils in Key Stage 1 have the opportunity to write prayers thanking God for friends and family. They complete work entitled Special Days and use photographs of christenings and weddings to enhance their display. Older pupils learn about the festival of Sukkoth and its significance to Jewish people.

115. Pupils generally make satisfactory progress throughout both key stages. Through experiences in collective worship, and through discussion in the classroom, they develop a sound knowledge of a range of stories from the Old and the New Testaments, and begin to understand how they have relevance to their own lives. Orally, pupils offer reasoned and thoughtful answers relating to their own life experiences, but often written follow-up work fails to challenge or develop their ideas further. Pupils with special educational needs make satisfactory progress when an adult supports them. Pupils respond well in lessons. They listen attentively and are keen to answer questions and contribute to class discussions. In group activity, pupils generally work well together and share resources sensibly.

116. The quality of teaching is satisfactory in both key stages. Strengths in teaching relate to secure knowledge, clear learning objectives, good management of pupils, a brisk pace and well prepared appropriate resources. Shortcomings include instances where teachers talk for too long so that pupils become restless and the discussion loses its main focus. In the best lessons, follow up activities are well matched to pupils' learning needs and support is given by adults to pupils with special educational needs. For example, in one lesson on the festival of Sukkoth, higher attaining pupils worked unaided, describing a Sukkah and saying why Jewish people continue to build them in their gardens today. Other pupils wrote the story of the Israelites' journey through the wilderness, while pupils with special educational needs worked with the teacher ordering and copying sentences, which built into the same story.

117. The teaching of religious education meets the requirements of the locally Agreed Syllabus which provides clear headings for areas of study. A detailed scheme of work and a clear curricular plan are available to staff to assist their planning. A revised Agreed Syllabus is to be published next year and the co-ordinator plans to revise the scheme of work and policy statement at this time. The co-ordinator has recently been appointed to the school and is due to receive some in-service training later this term. She manages the religious education resources, which include a developing range of artefacts. The teaching of religious education makes a satisfactory contribution to pupils' spiritual, moral, social and cultural development.

## 120. Art

118. There were limited opportunities to observe lessons during the inspection, particularly at Key Stage 1. Judgements are based on these lessons, a scrutiny of previous work, planning and discussion with teachers and the co-ordinator.

119. By the age of 11, the standard of attainment is broadly average for their age. Pupils use increasing accuracy and attention to detail when representing things. They experiment with a variety of materials, tools and techniques for a wide range of purposes and show good knowledge and understanding of a wide range of artists. At the end of Key Stage 1, the standard of attainment is also average for pupils' age. Pupils work with a range of materials, tools and techniques, both practically and with imagination, producing both two and three dimensional work. They recognise differences in the approaches and methods of various artists, and make links with their own art.

120. In Key Stage 1, pupils make satisfactory progress in exploring a range of techniques and materials to produce work in two and three dimensions. They are developing a sound awareness of colour, shape and texture. In a Year 2 lesson, pupils showed satisfactory progress in working with card and using simple fastening techniques to produce stick puppets. They showed regard for safety when cutting. Previous work shows good development of the knowledge of famous artists such as Van Gogh in Year 1 and Monet in Year 2.

121. In Key Stage 2, pupils build steadily on previous work. In Year 3, they are developing the technique of working on a mosaic, as part of their topic on the Romans and, in Year 4, they develop understanding of the characteristics of Greek pottery designs. In the Year 5 classes, pupils use sketch books well as they develop designs for a Tudor crest and show developing skills in cutting and sewing and in understanding the constraints of applying their designs to the chosen materials. There is steady systematic development of colour mixing. In Year 1, pupils paint a colour wheel, in Year 2, they produce hues and shades and extend this skill in Year 4 with colour poems. There is also good development across the school in the knowledge and understanding of the work of various artists, which builds successfully on work done in Key Stage 1. In Year 3, pupils develop an understanding of Surrealism and in Year 6 they use pointillism for vegetable prints, and block printing to produce work in the style of William Morris. Pupils with special educational needs make progress in line with their peers, especially when receiving extra support.

122. Pupils enjoy art and their work shows care and concentration. They work well together in groups and as a class to produce co-operative work. This was evident in a Year 3 lesson where pupils showed good co-operation in making a group mosaic.

123. As only one lesson was observed in Key Stage 1, it is not possible to make a judgement on the quality of teaching. In this lesson and in Key Stage 2, teaching is mainly satisfactory. In a Year 5 class, it is good. Teachers plan their work well and show good management of the class. They have generally sound knowledge and skills across the art curriculum. The subject is well managed. An effective policy and scheme of work are in place and an action plan has been produced to guide future development of the subject. Resources are good but there is little use of information technology to support the subject. Standards in the previous report have been maintained. Across the school, there is a wide range of work on display which is of a high standard. This ensures that the subject receives a high profile and shows effectively the development of techniques as pupils progress through the school.

## 126. Design and technology

124. By the end of both key stages, standards are above average for the ages of pupils. The school has made good progress in raising attainment since its last inspection, especially in Key Stage 1 where standards were found to be below those found by seven year olds nationally. By the age of 11, pupils have developed a good technical vocabulary associated with the subject. They are able to explain, for example, what is meant by 'prototype' or 'evaluation'. Their understanding of structures is good and many pupils show a keen eye for detail. This was very evident in the work many pupils had done in planning, designing and making a 'room' from the Victorian period. Using a whole range of materials, pupils constructed their work very carefully, including, in some cases, the use of small figures to represent the people of the time. At Key Stage 1, pupils show good skills in using different materials to make quite sophisticated models for their age. Many are able to think carefully about what materials would be most appropriate for the work that they are to undertake.

125. Progress made by pupils, including those with special educational needs and higher attainment, is often good. As pupils move through Key Stage 1, pupils pay closer attention to detail. They gain increasing control over using dowel rods and wheels to make a moving model that would 'carry the post over the hilly features' found on the island of Struay in Scotland. In Key Stage 2, pupils effectively build on these early skills. Years 3 and 4 pupils are aware of the need to finish their models carefully and are mindful of the importance of not over decorating their finished products. Year 5 and 6 pupils gain in understanding of the importance of design generally. They know, for example, that even many everyday objects such as coat hangers or electric kettles, while basically performing the same function, are often made out of different materials to make their appearance more pleasing.

126. Pupils work well in their design and technology lessons. They respond well to the high degree of challenge that is often presented to them. A strong feature of their response is the manner in which they work co-operatively together when using tools and equipment. They share these sensibly and all pupils remember the need to work carefully, for health and safety reasons, when using the range of equipment.

127. In both key stages, the quality of teaching seen during the inspection was good. Since the last inspection, the confidence of staff and their knowledge of how to teach the subject effectively have been considerably improved. Good links are made with other subject areas, including science, history and geography, as a means of promoting pupils' understanding of the design and making element of the subject and teachers' detailed plans reflect this. However, too few links are made with information technology. In Key Stage 2, there is some exchange of teachers to allow some classes to be taught by teachers with even greater expertise and interest in the subject. This makes a positive contribution to pupils' learning. In all lessons, resources are well organised to allow pupils ease of use. Pupils are often given homework in the subject over a holiday period; many respond very positively and such an initiative has a positive impact on their progress.

128. A clear scheme of work is in place to ensure that pupils' learning is built on effectively as they move from class to class. This is consistently applied across the school. The subject receives an adequate amount of time to enable the subject to be taught in some depth. The quantity and quality of resources are good. A specific design and technology room to enable pupils to work with specialist equipment complements these resources. There is also a high quality food and technology room that is used at appropriate times of the week.

### 131. Geography

129. During the course of the inspection, two lessons of geography were seen at both key stages. Judgements are based on the lessons observed and on the scrutiny of pupils' work, discussions with the co-ordinator, the study of teachers' plans and talking to pupils. The indications are that pupils achieve average standards for their ages at both key stages. These findings are in line with those of the school's last OFSTED inspection, which judged standards to be in line with those found nationally. At Key Stage 2, pupils study aspects of physical geography and are able to describe different types of mountains such as block and fold. They talk about volcanoes and understand why and where they occur. Other pupils study the local area. They use large-scale maps to plot their journey from home to school and they can find nearby towns and give reasons why people visit them. Some pupils discuss environmental issues such as global warming and the impact it may have on people's lives. Using a world map, pupils identify the major continents and countries of the world. At Key Stage 1, pupils study their school and its immediate locality. They talk about the people who work in the school and the jobs that they do. Some of the youngest pupils know their address and most can describe the main geographical features of an imaginary journey. Older pupils compare the locality of Hillingdon to a typical Scottish island. They can talk about similarities and differences and describe some of the natural and man made features of the island.

130. Progress is satisfactory at both key stages, although the progress made by higher attaining pupils is sometimes unsatisfactory. This is because pupils of all levels of attainment are sometimes required to do the same work, which is too easy for some. Progress is illustrated by the way pupils' knowledge and understanding of localities are extended as they move through the school. For example, in the early years, they learn about their immediate locality. As they move through the school, they make a comparative study of their own locality with a Scottish island and later, pupils study the characteristics of an Indian village and compare how it differs from their own town.

131. At both key stages, pupils make a satisfactory response to the teaching of geography. In many lessons, they are keen to answer questions and listen well to the teacher. Occasionally, lessons lack pace and pupils are required to sit for far too long listening to the teacher. This results in pupils talking to each other and, as they have not listened sufficiently, they are unable to complete the written task.

132. The indications are that, overall, the quality of teaching is satisfactory at both key stages. These findings are broadly in line with those of the school's last OFSTED inspection, which judged the quality of teaching to be 'generally satisfactory and sometimes good'. In the best lessons observed, pace is judged well, teachers identify learning objectives in their planning and management and control of pupils are good. Group work activities are carefully planned to match pupils' ability, previous knowledge and experience. However, this does not happen in all lessons and in these lessons, challenge, in terms of written work, is very limited.

133. The co-ordinator is enthusiastic and knowledgeable and manages the subject well. She receives a small amount of non-contact time each term to monitor teaching, review teachers' planning and look at pupils' books. This term, the school has introduced the new national framework for geography, which will become statutory from September 2000. This curriculum is broad and balanced and provides all teaching staff with a secure framework on which to plan and teach geography throughout the school. It ensures that pupils gain in knowledge and skills from year to year and provides all pupils with a range of appropriate experiences including geographical enquiry, an area of work, which was judged to be underdeveloped at the time of the last inspection. The co-ordinator manages the resources for geography efficiently and has a clear vision for its future development within the school.

134. By the time they leave the school, the pupils achieve average standards for their age and this reflects the findings of the previous inspection. They are beginning to understand the difference between primary and secondary sources of evidence. The pupils use their literacy skills soundly to write a day taken from the diary of a Victorian child, using different sources of secondary evidence. The pupils know that nineteenth century towns were often dirty, unhealthy places. They use pictorial evidence to decide which public health rules are being flouted and use their literacy skills soundly to write letters to the mayor, complaining about these infringements. There is evidence of the pupils having used their literacy skills soundly to write in the role of a visitor to a Victorian factory and colliery.

135. Pupils in Key Stage 1 are making sound progress in extending their knowledge of people and events from the past and their understanding of chronology. Higher attaining pupils in Year 2, who spent time over the summer holidays finding out about Florence Nightingale, are making good progress in deepening their knowledge of a famous person and in their ability to sequence pictures correctly. Year 1 pupils understand, from first hand experience, how everyday household objects have changed over the years. Key Stage 2 pupils are making good progress in their ability to use text and pictures to extend their knowledge of Tudor buildings and the differences between manor houses and ordinary town houses. There is evidence that pupils have used their literacy skills well in writing in the role of a Tudor servant. The pupils are progressing well in understanding the reasons for the Roman invasion of Britain and in their knowledge of aspects of life in Roman, Greek and Anglo Saxon times. They understand the origins of names such as Highbury, East Ham and Fordham. Many pupils are learning to make appropriate use of historical terms, such as 'now', 'then', 'wattle and daub', and 'merchant'. In both key stages, pupils with special educational needs are making good progress.

136. Most pupils clearly enjoy history. Younger pupils are keen to talk about artefacts they have at home. Year 2 pupils were sufficiently motivated by the subject to ask their parents for help in researching the life of Florence Nightingale. Some came to school with material from newspapers and the Internet and one pupil had visited the Florence Nightingale Museum. One Year 6 pupil brought lots of old books into a lesson observed. Most pupils listen attentively and are eager to answer and join in discussions. They listen with respect to the ideas of others. In a Year 5 lesson observed, the pupils spontaneously applauded the effort of one pupil. Presentation of work in Key Stage 1 is often untidy but, in Key Stage 2, there are examples of work which are meticulously presented.

137. Overall, the quality of teaching is good at Key Stage 2 and satisfactory at Key Stage 1. Lessons are well prepared, with learning objectives clearly displayed for the pupils to see. Explanations of historical concepts are clear and teachers use questioning well to draw out ideas. Where teaching is very good, as seen in a Year 6 lesson, the emphasis is put on the pupils developing the skills of real historians. There is a good balance between giving information and allowing the pupils to find things out for themselves. In another Year 6 lesson observed, the teacher made good links with geography, in explaining the growth of Victorian towns. Many teachers move their lessons along briskly, reminding the pupils of time limits. They encourage the pupils to use correct historical terms. Teachers make sound use of homework tasks to extend pupils' learning and to develop research skills. However, no pupils were observed using the school libraries for this purpose. Likewise, little evidence was seen of information technology being used to enhance learning. Teachers monitor pupils' progress carefully. There are examples of good marking, with comments such as ' I would have liked to have read more about the mansion and what it was like '.

138. A clear policy and scheme of work are in place. The new co-ordinator has monitored planning. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development through visits to the British Museum, the London Transport Museum, Hampton Court and the Ragged School Museum. A visiting theatre group has enhanced learning about the ancient Greeks and Year 6 pupils have enacted various roles during a school Victorian Day. Overall, there are adequate historical artefacts and other resources to support

learning, although certain topics in the new scheme of work are under resourced. There is a good range of history reference books in the school libraries, some of them on loan from the schools' library service.

#### **141. Music**

139.The pupils' attainment by the end of Key Stage 2 is above average for their age. Year 6 pupils can, for example, join in a class composition and performance to express ideas about Stravinsky's "Firebird Suite". The majority of pupils can sing harmoniously in two parts. Singing in assembly is sweet and melodic and the choir also produces good quality sound and diction.

140.All pupils, including those with special educational needs, make good progress through both key stages. Good instruction and curricular planning ensure good progress in both performing and composing music and in listening to and appraising it. Year 1 pupils, for example, listen to music from "Pictures at an Exhibition" by Mussorgsky and explain what the music means to them. Year 3 pupils can listen to sounds made by instruments and relate them to everyday sounds. Year 4 pupils compare Indonesian Gamelan music with "Fossils" from Saint-Saens 'Carnival of the Animals'. The writing down and electronic recording of compositions are not sufficiently developed across the curriculum.

141.The pupils' behaviour is good. They join in music making enthusiastically and collaborate during class performances. Pupils of all ages confidently conduct and give solo performances. Musical instruments are handled with care and played correctly. All year groups enjoy listening to music and are willing to discuss the feelings, moods and ideas generated by it.

142.The quality of teaching in both key stages is good. It features very good subject knowledge that supports planning. Music lessons are well structured and confidently presented and there is a good balance of listening to and performing music. There is insufficient written work to remind pupils of previous learning and for teachers to monitor progress. The Key Stage 1 music club and Key Stage 2 recorder group, choir and orchestra extend the higher attainers in the school.

143.The co-ordinator is well qualified to teach music. The policy and scheme of work provide good support for teachers although, currently, all classes except Year 3 are taught by the co-ordinator. Lessons include opportunities to express the mood and feelings generated by listening to and performing music. The school has several large performances like the celebration evening and summer picnic every year. Last year, a visiting American school choir performed for the school.

144.The facilities for music are very good, with a special room provided for lessons and a stage in one of the main halls. Learning resources are good. The quality and range of tuned and untuned percussion instruments and electronic keyboards are very good. A published scheme of work provides a reasonable range of recorded music. Instruments and recorded music cover a satisfactory range of styles, cultures and periods in history. A number of pupils benefit from instrumental tuition and good opportunities are provided for able instrumentalists and singers to perform and take the lead in musical events.

#### **Physical education**

145.It was not possible to observe Year 6 pupils during the inspection. Lesson plans indicate that pupils are expected to reach above average standards for their age. The success of school teams in netball, rugby, swimming, and other local tournaments, indicates that competitive team sports are a strength of the school. The higher attaining pupils extend their skills in after school team practices trained by well-qualified coaches.

146.The majority of pupils, including those with special educational needs, make good progress through both key stages. Year 2 pupils can respond imaginatively to words and music about the



weather. They experience units of games and gymnastics during Key Stage 1. Key Stage 2 pupils make good progress in games lessons, for example, as they practise forehand and backhand tennis strokes. Year 5 pupils receive good instruction throughout the year for swimming and make good progress. They learn to be confident in the water, master a range of strokes and are aware of the principles of water safety. Only 43 per cent of pupils can swim 25 metres by the end of the swimming Programme of Study. This is lower than is expected by the end of Key Stage 2, but they are tested a year before this. Progress in gymnastics is unsatisfactory. The introduction of the literacy and numeracy hours has reduced the time allocated to the subject. During the terms when other units of the subject are taught, the previous standards achieved in gymnastics are lost.

147. The pupils' behaviour during lessons is good. All pupils change into appropriate sportswear and remove jewellery. Behaviour is very good during swimming lessons when the staff insist on safe conduct and keep pupils working hard. In the majority of lessons, pupils work energetically and with enthusiasm. When required to do so, they work well in paired tasks like tennis practice and shadowing partners in dance and gymnastics. Some pupils forget the rules of good conduct in the terms that they do not have gymnastics lessons.

148. The quality of teaching across the school is good. It varies from very good to unsatisfactory. Teachers provide very good warming up and cooling down exercises. The teaching of swimming is good. All of the instructors are well qualified and experienced and provide tuition that enables pupils to improve their skills. For example, several groups were told how to improve their body position in the water. Pupils are tested before progressing to a higher tuition group. The unsatisfactory teaching found in Key Stage 2 features weak diagnosis of physical skills and a failure to improve the quality of pupils' movement. This lack of challenge during some lessons leads to discipline problems and a lack of effort from pupils.

149. The co-ordinator provides good, enthusiastic leadership for the subject. A comprehensive policy and a very detailed and helpful scheme of work are in place. The subject meets statutory requirements. Other members of staff, learning support assistants, parents and professional coaches effectively support the co-ordinator. This enables the school to provide a very good range of sports clubs after school. Boys and girls are involved in these clubs and school teams. The co-ordinator and staff have attended courses to collect equipment for a variety of sports. This training, linked with good resources, supports the quality of teaching in the school.

150. The accommodation for sport is very good and is well supplemented by visits to the local pool. There are two large, well appointed halls for gymnastics, dance and indoor games. The playground and field are large enough for local tournaments to be hosted by the school. The interesting outdoor area is ideal for orienteering but is under-used for this purpose. Outdoor adventure is experienced during the residential visit to a farm that not all pupils attend. Storage space for indoor and outdoor equipment is very good. The halls are clear of obstruction during gymnastic lessons and the outside store is large and is part of the structure of the main building.

## 153. PART C: INSPECTION DATA

### 154. SUMMARY OF INSPECTION EVIDENCE

The inspection was carried out by a team of six inspectors who spent a total of 24 inspector days in the school. Time spent observing teaching, scrutinising the work of pupils and checking their attainment by working with them during the inspection - 4 hours 20 minutes in the nursery; 21 hours 30 minutes at Key Stage 1 and 40 hours 50 minutes at Key Stage 2. In addition, a further 26 hours 35 minutes were spent on the inspection activities listed below.

- 94 lessons or parts of lessons were observed as were a number of registration periods, assemblies, playtimes, lunchtimes and extracurricular activities;
- discussions were held with all teaching staff and some support staff;
- many pupils were heard to read and were questioned about their mathematical knowledge and understanding;
- three samples of pupils' work across the full range of ability in all year groups were inspected in addition to work examined during lessons;
- all available school documentation was analysed;
- attendance records, pupils' records kept by the school and teachers' planning documents were examined;
- the budget figures were inspected;
- discussions were held with pupils, parents and governors;
  - a parents' meeting was held and the views of the 14 parents at this meeting and those of the 139 parents who responded to a questionnaire were taken into account.

### 155. DATA AND INDICATORS

#### 155. 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	319	4	68	23
Nursery Unit	36.5	0	3	0

#### 155. Teachers and classes

##### 155. Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent):	16.2
Number of pupils per qualified teacher:	19.6

##### 155. Education support staff (YR – Y6)

Total number of education support staff:	8
Total aggregate hours worked each week:	202

155.	<b>Average Class Size</b>		26.6
155.	<b>Qualified teachers (Nursery school, classes or unit)</b>		
	Total number of qualified teachers (full-time equivalent):		1
	Number of pupils per qualified teacher:		36.5
155.			
155.	<b>Education support staff (Nursery school, classes or unit)</b>		
	Total number of education support staff:		2
	Total aggregate hours worked each week:		65
	Average class size:		36.5
155.	<b>Financial data</b>		
	Financial year:		1998/99
			£
	Total Income		697 775
	Total Expenditure		690 093
	Expenditure per pupil		1 960
	Balance brought forward from previous year		56 250
	Balance carried forward to next year		63 917

155. **PARENTAL SURVEY**

Number of questionnaires sent out: 286

Number of questionnaires returned: 139

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	37	58	4	1	
I would find it easy to approach the school with questions or problems to do with my child(ren)	34	59	4	2	1
The school handles complaints from parents well	16	51	26	4	
The school gives me a clear understanding of what is taught	30	63	4	3	
The school keeps me well informed about my child(ren)'s progress	32	58	6	4	
The school enables my child(ren) to achieve a good standard of work	37	57	4	2	
The school encourages children to get involved in more than just their daily lessons	31	53	13	2	
I am satisfied with the work that my child(ren) is/are expected to do at home	31	60	6	3	
The school's values and attitudes have a positive effect on my child(ren)	33	54	11	2	
The school achieves high standards of good behaviour	32	60	6	2	
My child(ren) like(s) school	51	45	4		

155. **Other issues raised by parents**

No other issues were raised by parents.