

# ERRATUM SLIP

## Hillingdon Primary School

Unique Reference Number: 131152

Contract Number: 215553

Date of inspection: 10/01/2000

Reporting inspector: Geoff Cooper

**INSPECTION REPORT** - the following paragraph should read as follows:-

### ***Summary of teaching observed during the inspection***

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5	62	32	0	0	0

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

# **INSPECTION REPORT**

## **HILLINGDON PRIMARY SCHOOL**

Uxbridge, Middlesex

LEA area: Hillingdon

Unique reference number: 131152

Headteacher: Mrs Jenny McDonald

Reporting inspector: Geoff Cooper  
23647

Dates of inspection: 10 – 13 January 2000

Inspection number: 215553

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Community

Age range of pupils: 3 to 11 Years

Gender of pupils: Mixed

School address: Uxbridge Road  
Hillingdon  
Uxbridge  
Middlesex

Postcode: UB10 0PH

Telephone number: 01895 460026

Fax number: 01895 460027

Appropriate authority: The governing body

Name of chair of governors: Mr Steve Hammond

Date of previous inspection: 3 - 6 February 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Geoff Cooper	Registered inspector	Information technology	What sort of school is it?
		Religious education	What should the school do to improve further?
			How high are standards? <i>a) The school's results and achievements</i>
			How well is the school led and managed?
Husain Akhtar	Lay inspector	Equal opportunities	How high are standards? <i>b) Pupils' attitudes, values and personal development</i>
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Eileen Humberstone	Team inspector	Science	How well are pupils taught?
		Physical education	
Jim Hall	Team inspector	English	
Ann Howarth	Team inspector	Art	
		Music	
		English as an additional language	
Christina Kadir	Team Inspector	Geography	How good are the curricular and other opportunities offered to pupils or students?
		History	
		Under fives	
Clive Lewis	Team inspector	Mathematics	
		Design and technology	

The inspection contractor was:

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The Registrar  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
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London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

With a total of 433 pupils on roll, Hillingdon Primary School is larger than most schools of its type. It admits children from the age of 3 to its 35-place nursery. Pupils leave the school at the end of the school year when they are 11 years old. The school is situated in the borough of Hillingdon to the west of London. Pupils are most (82%) of white European background. Of the pupils who come from an ethnic minority background, most are of Asian origin with a small number of pupils of Afro-Caribbean background. Nineteen per cent of pupils have an entitlement to free school means, a proportion that is broadly average for similar schools. Thirty per cent of pupils are identified as having some special educational needs. This is a higher proportion than is found in most schools. These pupils have a wide range of learning difficulties: physical impairment, emotional and behavioural difficulties, moderate learning difficulties, dyslexia. Nine pupils have a statement of special educational needs, a proportion that is broadly average for similar schools. About 19% of pupils are identified as having English as an additional language which is higher than average. None of these pupils is identified as being at the early stages of English language acquisition. When they enter school, children attain at a level that is broadly similar to that expected of other children of their age. However, baseline assessment shows that attainment in English is well below the expected level.

The school's mission statement is, 'We want everyone at Hillingdon Primary School to be happy, caring and independent. Our school is a place where we learn together and do our best.' Among recent initiatives have been the implementation of the literacy and numeracy strategies, establishing smaller classes in Key Stage 1, admitting rising fives according to LEA policy and the creation of a computer suite. Among future priorities the school seeks to continue to improve the attainment of pupils in national standard tests in literacy and numeracy, evaluate current early years provision, implementing any necessary changes to secure best provision possible, draw together current elements of good practice in assessment to make a cohesive programme throughout the school, and continue to develop specialist areas such as the computer suite, multi-media resource and library.

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

This is an effective school where standards are in line with national averages but better than those in similar schools. The quality of teaching is generally good. The leadership and management of the school are very good, characterised by a very strong headteacher, senior staff and governing body partnership. Overall the school provides good value for money.

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

- By the end of Key Stage 2, standards of attainment are good compared with similar schools
- The quality of teaching is generally good: there was no unsatisfactory teaching during inspection week
- Leadership and management are very good
- The school has a very good relationship with parents
- The provision for spiritual, moral, social and cultural development of pupils is a strength of the school
- There is good provision for children under 5, for pupils with special educational needs and for pupils who are learning English as a new language
- Pupils' behaviour and their attitudes to school are consistently good
- There is good professional development of staff
- There are very good arrangements for induction of those new to the school: all staff, pupils and parents



### What could be improved

- Standards in information technology are below the standard expected at the end of both key stages.
- Assessment and short term planning are not yet sufficiently focused on the need to drive standards even higher
- Although the school has done well to raise levels of attendance over a period of years, unauthorised absence is still above the national average

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

### HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1997. In the short space of time since then, the school has done a great deal to make the improvements identified in the report. Standards of attainment are better, particularly in literacy. High quality professional development of staff has secured an enhancement in the quality of teaching. The school has been successful in addressing the key issues of the previous inspection regarding audit report and health and safety matters. A well-structured way of managing planning in the long and medium term has significantly improved the continuity of learning from nursery through to Year 6, especially noted in English and numeracy. The school's provision and management of special educational needs and English as an additional language are effective and appropriate. The school has made significant improvement in areas not identified at the time of last inspection: in attendance, in standards in most foundation subjects, in the provision of resources, in many other areas of school provision. Although the school has made progress in establishing systems for assessment and for using assessment, these are not yet sufficiently cohesive throughout the school to be an effective tool for driving standards higher. Recent improvements in provision and teaching information technology are having an impact but this is not yet sufficient to raise standards to the level expected nationally. A reduction in the time available for religious education has made it difficult to teach the full agreed syllabus for religious education.

### STANDARDS

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

Performance in:	compared with				Key
	all schools			Similar schools	
	1997	1998	1999	1999	
English	C	D	C	B	well above average A above average B average C below average D well below average E
Mathematics	C	C	C	B	
science	A	C	C	B	

The school's results indicate standards that are broadly in line with the standard achieved nationally. However, these results are better than those achieved by similar schools. Results have varied a great deal from year to year. This is largely related to differences in the attainment of pupils on entry to school. The most recent results indicate a rising trend in standards of attainment. The school has set challenging targets for improvement which it will do well to achieve. There are no marked weaknesses in any of the attainment targets of the core subjects of English, mathematics and science. However, within reading, pupils' use of information retrieval skills is not well developed. The national strategies for literacy and numeracy have provided an impetus for improvement.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes towards school: they come to school ready to learn.
Behaviour, in and out of classrooms	Behaviour is good: in the classroom it is an enhancement to learning; outside school pupils play well together.
Personal development and relationships	Good. Pupils are open towards adults and other pupils; they are confident, friendly and co-operative.
Attendance	Although standards of attendance are rising, the unauthorised absence of a minority of pupils is still a concern.

The behaviour of pupils is a consistent strength of the school. The school has evidence of behaviour out of school being complimented by members of the public. A particular feature of personal development is the maturity of older pupils in taking responsibility for younger pupils and in the way pupils discuss and debate. Many pupils have high quality skills in working together in pairs and groups. Pupils – and their parents – have responded well to the school's need to improve attendance, although unauthorised absence is still above the national average.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

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

The quality of teaching has improved significantly since the last inspection. All staff have responded well to national initiatives in teaching English and mathematics. Subject knowledge is a consistent strength among teachers. The quality of pupil management is particularly good. Staff are well aware of the needs of pupils of different attainment and of those of different backgrounds and teach to the needs of pupils efficiently. Teaching was 100% satisfactory or better. Very good teaching was seen in five per cent of lessons. Sixty-three per cent of lessons were good.

Overall, pupils learn well. They acquire knowledge skills and understanding at the rate which might be expected. The quality of their learning is much enhanced by good behaviour, well-developed listening and a readiness to apply themselves to their tasks.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Apart from information technology at both key stages and religious education in Key Stage 1, the curriculum is well covered. There is insufficient time to address the requirements of the local syllabus in religious education. The impact of new national guidance and of improved resources has not yet raised the profile of information technology as an everyday support to learning across the curriculum.

Provision for pupils with special educational needs	Provision for special educational needs is good. There are efficient systems for the identification of need, statutory links with parents and for the writing of individual educational plans.
Provision for pupils with English as an additional language	Acquisition of language is not a barrier to learning for pupils with English as an additional language. These pupils are well provided for.
Provision for pupils' personal, including spiritual, moral, social and cultural development	A strength of the school. Provision for moral, social and cultural development is particularly strong, ensuring a stable environment in which pupils can be secure and confident.
How well the school cares for its pupils	The school has good arrangements for the support and guidance of its pupils, particularly in the areas of behaviour, elimination of bullying and supporting personal development. A relative weakness is the use of assessment information to plan what needs to come next.

The school has very effective links with parents. The impetus provided by national literacy and numeracy strategies is a growing strength of the school. Coverage of the requirements for information technology is insufficient at present. There is insufficient time for the programme of study to be taught in religious education at Key Stage 1. The school has good arrangements for the pastoral care of its pupils and for supporting their personal development. Arrangements for assessment and strategies for using assessment are not yet fully established across the school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership of the school is very good. Roles for senior staff are clearly defined, competently and vigorously fulfilled. The headteacher is clear in establishing a sense of purpose for the school. She has gained the confidence and respect of staff, governors, parents and pupils. The deputy head has a significant role to play in the work of the school. She has a very good working relationship with the headteacher. Many co-ordinators are new to their role but they have established action plans to take forward their areas of responsibility.
How well the governors fulfil their responsibilities	The governing body is very well aware of its responsibilities. Members have a good sense of what they need to do. They ensure that they are well informed about the work of the school. There are effective strategies for overseeing the work of the school and for moving it forward.
The school's evaluation of its performance	This is a school that knows its strengths and weaknesses, taking appropriate steps to identify and take action on priorities for development.
The strategic use of resources	The school makes good use of available resources. It is particularly effective in identifying priorities for the development of its human resources. Although the school is now using its information technology suite to good effect, there is still insufficient use of computers in the classroom on a day-to-day basis.

The provision of staffing, accommodation and learning resources is good. The school makes particularly good provision for learning support assistants and this has a significant impact on learning. Although the accommodation has its inconveniences, the school does not allow this to impact negatively on standards. There has been considerable improvement in the quality and amount of resources. However, the current library provision is not sufficiently adequate to support the development of skills of independent research. The leadership of the school is very good. There is a very close working relationship between headteacher, deputy head, senior staff and the governing body that enhances the work and direction of the school. The governing body and headteacher are very aware of the need to get best value for the school. There are effective strategies and systems for ensuring this is achieved.

## **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Parents appreciate that the teaching in the school is good, that the school is well led and managed and that their children make good progress</li> <li>• Parents feel strongly that the school has high expectations of their children and that children are helped to become mature and responsible</li> <li>• They are well informed about their child's school life</li> </ul>	<ul style="list-style-type: none"> <li>• A minority of parents do not believe that the school provides an interesting range of activities outside lessons.</li> <li>• A few parents felt that their child does not get the right amount of homework</li> <li>• One or two parents expressed concerns about delay in intervention when special needs are identified</li> </ul>

The team agrees with the positive views held by parents.

Activities outside lessons mostly happen at lunchtimes – parents may not recognise that these are additional to the life of the school.

There is a school homework policy – rigorously applied this ensures an amount of homework typical for most primary schools.

The school has good systems for the identification and support of pupils with special educational needs.

## **PART B: COMMENTARY**

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

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

1. As reported through the results of standard national tests at the end of the most recent school reporting year, the standards of the school are below the national average at the end of Key Stage 1. They are broadly in line with the national average at the end of Key Stage 2. At the end of Key Stage 1 in 1999 standards in reading were below the national average, broadly in line in writing but well below the national average in mathematics. When compared with similar schools, writing is above average, reading broadly in line and mathematics below average. At the end of Key Stage 2 in 1999 standards were broadly in line with the national average in English, mathematics and science. Compared with similar schools, standards were above average.
2. Children under five enter the school with a very wide range of ability. This range varies a great deal from year to year. Most children are on target to achieve the Desirable Outcomes for Learning by the time they have entered full-time schooling.
3. Results of national tests indicate that standards are rising. This is confirmed by the evidence of the inspection week. Pupils of different backgrounds and abilities make satisfactory progress. Pupils with special educational needs and pupils learning English as a new language make good progress. Higher attaining pupils are successful in gaining results that are in line with the national average. There are some differences between the attainment of boys and girls. However, there is no consistent trend and the differences are small. There are no significant differences between the attainment of pupils of different ethnic backgrounds. The school has set challenging targets for improvement in attainment. Recent trends indicate that success in meeting the targets will be difficult but not impossible for the school.
4. Standards of attainment for the current Key Stage 1 pupils are broadly in line with the standard expected nationally in all aspects of English (speaking and listening, reading and writing), mathematics and science. There is insufficient evidence to make a judgement about religious education at the end of Key Stage 1. Attainment in information technology is below the expectation of the National Curriculum. Attainment in the foundation subjects of art, history, geography, design and technology, physical education and music is in line with the standard expected of pupils of this age.
5. Standards of attainment of the current Key Stage 2 pupils are broadly in line with standards expected nationally in English, mathematics and science. Attainment in religious education meets the expectation of the local syllabus. Attainment in information technology is below the expectations of the National Curriculum. Attainment in the foundation subjects of art, history, geography, design and technology, physical education and music is in line with the standard expected nationally.
6. While achievement remains at a level below the national average for most pupils with special educational needs, throughout the school they make good progress in relation to prior attainment. A significant number of pupils enter school with weaknesses in early literacy skills. A significant minority have social and behavioural needs. There are several factors underpinning the good progress of special educational needs pupils. Teachers know their pupils well. There are good arrangements for supporting the specific needs of pupils, not only in progressing towards their learning targets within the National Curriculum but in giving very clear structure to their progress in acquiring social and behavioural skills. Pupils are able to work in progressive small steps towards the mostly clear targets set on their individual education plans.

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

7. As at the time of the previous inspection, pupils' attitudes to the school and their behaviour are good and are significant factors in the progress they make.
8. Children under five are keen, interested in what they are asked to do and enjoy their various activities. Children play very well together, sharing space and equipment. A good example was seen when the nursery children mixed with the other children on an induction visit. The quality of their behaviour is good.
9. Pupils in both key stages are friendly and courteous. Their behaviour in lessons is good and often very good. Pupils from the nursery class upward know the merit of putting up their hand to ask or answer a question. They cooperate with their teachers in upholding a very orderly learning environment which helps to make good progress in lessons. At breaktimes, in both playgrounds, pupils play co-operatively together. They treat the school's property with care. The previous inspection reported isolated incidents of bullying; during this inspection no incidents of bullying were seen by inspectors nor reported by pupils or parents. There have been no exclusions from the school in recent years.
10. Relationships amongst all groups of pupils are good and between staff and pupils they are very good. Pupils are listened to and cared for, and this helps to maintain pupils' positive attitudes to the school. Older pupils look after younger ones. For example, Year 6 'carers' help infants. Pupils respect each others' feelings, values and beliefs. Pupils work well in small groups as in an art lesson where they shared materials and ideas in making a 'Millennium wish' card.
11. Children from the nursery upwards respond very well and apply themselves diligently when given opportunities to take responsibility and to show initiative. For example, younger children tidy away after activities, and like others, they are responsible for their own coats and bags. Pupils take the attendance register to the office. Older pupils supervise exits at breaktimes/lunchtimes and work as 'carers'.
12. Most pupils come to the school regularly and promptly. Attendance has considerably improved since the last inspection and is now approaching the national average. Unauthorised absence is still about twice the national average but mostly because either the parents have not offered an explanation for absence or the reasons given are unacceptable.
13. Pupils with special educational needs have good attitudes to learning. They are able to sustain concentration with the support of the skilful special needs assistants who help them succeed at their work. The significant minority of special needs pupils showing behaviour patterns which make for potential difficulties in class are very well managed. Staff are very effective in giving pupils insights into what is acceptable and what is not acceptable. Pupils respond positively to this management and they make good progress in their growing understanding about good behaviour. There is no evidence to show that special needs pupils' attendance is worse than any other group of pupils.

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

14. The quality of teaching is good overall. Over two-thirds of lessons were good and there was no unsatisfactory teaching. This is a considerable improvement from the last inspection when fourteen per cent of lessons had shortcomings.
15. The quality of teaching for children under five is good.
16. The head and deputy headteacher have led strongly on improving the quality of teaching throughout the school. Weaknesses identified on the previous inspection have been mostly well addressed. Termly lesson planning is closely monitored and they make regular visits to

the classroom.

17. The successful implementation of the national literacy strategy has helped to address weaknesses in the teaching of English. Teachers have a secure knowledge of the literacy skills that pupils need. These are well taught and pupils learn appropriately. Teachers have a thorough knowledge of the strategy which has effectively extended the range of their teaching techniques. This, together with the new reading scheme, has helped improve the teaching of reading but particularly the teaching of phonics. Teachers give pupils plenty of opportunities to practise and consolidate their literacy skills in subjects across the curriculum.
18. Teaching of mathematics is good overall. Teachers are secure in their understanding of the national numeracy strategy. They put an appropriate emphasis on developing pupils' ability to calculate mentally and plan activities that build well on former learning. This is improving pupils' learning and acquisition of basic skills particularly in Key Stage 1. Teachers put a suitable focus on pupils practising and using their numeracy skills and there are good examples in subjects across the curriculum. This is an improvement from the last inspection.
19. Teaching in science is good overall. All teachers are secure in their subject knowledge and make suitable use of investigation, which are improvements from the last inspection. A few teachers do not always plan sufficiently challenging targets for pupils nor manage the time productively. There are sound procedures to assess pupils' work termly but a few teachers make insufficient use of assessment on a day-to-day basis. The use of information and communications technology is very limited.
20. The direct teaching seen in information and communications technology was good. However, teachers do not plan successfully to include information technology in lessons across the curriculum. At present, the National Curriculum programme of study is not sufficiently covered and statutory requirements are not met. Teaching in physical education and music is good at both key stages.
21. The quality of teaching in Key Stage 1 is good, overall. Over 60 per cent of lessons were good and no lessons were unsatisfactory. Teachers' knowledge and understanding of the subjects of the curriculum are mainly good. They manage pupils very well. They create a purposeful working atmosphere in the classroom and pupils respond by putting much effort into their work. Teachers are good at matching the methods they use to the purpose of the lesson. They give clear explanations and skilfully question pupils to help them recall earlier learning. While teachers have high expectations for behaviour, these are not as consistently high for pupils' work. Teachers' daily planning shows clear targets for pupils' learning but these are not always sufficiently challenging. Not all teachers focus enough on assessing gains in pupils' learning and gaps in their knowledge in their day-to-day work with pupils. Teachers make good use of resources and mostly good use of support staff. Occasionally parts of lessons lack rigour and pace and pupils slacken their effort.
22. The quality of teaching in Key Stage 2 is good, overall. Over six lessons in ten were good or better. Teachers at this key stage are also very good at managing their pupils. Teachers exercise authority clearly and fairly and insist on high standards of behaviour and pupils' behaviour is good. Teachers are mostly secure in their knowledge of subjects. They have mainly high expectations of what pupils can achieve and pupils respond well to this. Teachers use a range of methods effectively as they work with individuals, groups and classes. Lessons are usually conducted at a brisk pace and pupils respond with a suitable amount of work. Good use is made of support staff and resources except for computers. Teachers at this key stage are mostly more effective at assessing pupils' progress, although daily planning is not always sufficiently focused. Teachers make satisfactory use of homework at both key stages to help pupils consolidate their learning.

23. The teaching of pupils with special educational needs is mainly good. There is effective teaching with specialist support in withdrawal groups and staff keep a close check on what pupils know and are quick to tackle any misunderstandings. They suitably assess pupils' knowledge and understanding and plan the next steps well. This helps pupils make good progress. The significant minority of pupils with emotional and behavioural special educational needs are particularly well managed. Clear strategies to manage pupil behaviour are consistently applied. Pupils make good progress at both key stages. Staff are aware of targets on individual education plans and work consistently towards them. Occasionally individual learning targets have insufficient focus to clearly guide teachers' planning and support staff are not effectively used. Effective teaching is given to pupils from ethnic minorities and for pupils with English as an additional language and their progress is good. The school is aware of the needs of gifted and talented pupils. Appropriate provision is made in lessons through challenging and stimulating activities. Opportunities to develop special skills are provided, for example, in learning to play musical instruments.
24. The many strengths in teaching help the pupils throughout the school learn well. Teachers' very good management encourages pupils to put a lot of effort into their work. They show interest, sustain concentration and mostly think and learn well. Teachers set challenging problems which encourage pupils to think for themselves. Pupils are productive in their work and mostly work at a good pace. Teachers plan work suitably for parallel classes. Progress of the high number of pupils with special educational needs and those with English as an additional language is good and progress of all pupils is satisfactory overall.
25. In all eighty-three pupils have English as an additional language (EAL). Few of these whom are on an early stage on the register of second language needs. The commonest languages other than English are Punjabi, Urdu, Gujarati and Bengali. Language assessments are made on entry and pupils placed on the London Borough of Hillingdon Language Proficiency Scale, stages 1 – 4. Most children are assessed between 1 and 2. Since the last OFSTED report there is now greater clarity in planning, assessing and monitoring the progress of pupils with English as an additional language (EAL). There is regular conferencing. The English co-ordinator meets with class teachers to set appropriate targets. There is continuity and progression throughout the school. Training for classroom assistants takes place and this is reflected in the high standard of work seen in EAL groups for which they are responsible. EAL pupils have equal access to the curriculum and make good progress commensurate with other children in their classes. Significant progress has been made in EAL provision provided by the school since the previous inspection and this is now a strength.

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

26. The curriculum is unsatisfactory in some respects. It provides broad experiences and it is well planned to enhance pupil achievement, but the full programmes of study for information technology and religious education are not covered. The school has undertaken appropriate curriculum development and as a result improvement in areas identified by the last inspection report have been sound overall.
27. Improvements have been made in the continuity and progression between Year R and Year 1 and Key Stage 1 and 2 through more effective planning and transfer of information about pupils' achievements. Standards achieved by pupils at Key Stage 2 in history and geography have improved from being low to satisfactory when compared to national standards. Curricular provision for children under five is good. Children receive an appropriate curriculum based on the Desirable Outcomes for Learning. The curriculum prepares children well for working on the National Curriculum at the appropriate age.
28. The curriculum provided at Key Stages 1 and 2 is broad and relevant to the needs, age and prior attainment of pupils with the exception of information and communications technology and religious education where provision is unsatisfactory and statutory requirements are not fully being met. In all other areas the curriculum supports and encourages pupils' positive response and attainment and all attainment targets are being covered and progression is being



ensured. The national literacy and numeracy strategies are clearly beginning to have an impact on teaching and learning and all year groups including reception have fully taken on board both. As a whole, the curriculum provided promotes pupils' intellectual, physical and personal development. It also prepares them successfully for the transition from reception to Key Stage 1, to Key Stage 2 and from Year 6 to secondary school.

29. With the exception of information technology and religious education, there is generally an appropriate balance between the subjects provided which is now beginning to be effectively monitored by staff. There are some significant strengths, as for example the effectiveness of strategies for teaching literacy and numeracy skills and personal, social and health education. Teachers have a consistent approach to planning.
30. There are policies and schemes of work for all National Curriculum subjects. Although some are still in draft form, they do provide a sound degree of support for teachers' planning. The school has policies in place for drugs and sex education, personal, social and health education and homework; inspection evidence supports that these aspects are taught successfully and in an appropriate context.
31. The curriculum is appropriate and meets the requirements of pupils on the special needs register. This is compiled carefully in accordance with the recommendations set out in the Code of Practice. Suitable individual education plans for learning are created for pupils on the register of special educational needs. These are mostly good with clear, specific achievable steps for learning - a significant improvement from the last inspection. Teachers are well aware of each pupil's plan. These are followed in class and contribute to the good progress made by these pupils. Occasionally targets are too broad to ensure small steps progression. Each plan is reviewed on a regular, termly basis and the child's movement on the register is closely monitored. There is a good success rate of pupils moving down and off the register. Most pupils are taught within their class groups. Occasionally, pupils may be withdrawn for extra support in reading but this is done during the literacy sessions so that no other work is missed. A great deal of support is given to pupils with emotional and behavioural difficulties as they progress towards an understanding of a moral code and they develop social skills. All staff are aware of the needs of these pupils and work hard to address them.
32. The provision for extra-curricular activity is sound and includes football, netball, games, athletics and judo. These activities are well supported by pupils and parents as well as staff.
33. The school makes very good provision for the spiritual, moral, social and cultural development of its pupils. This aspect of the school is well developed and is a contributing factor in the positive ethos in the school. Governors, parents and staff strongly support the values the school promotes. A good programme of personal and social education has impact on this aspect of school life.
34. The school promotes spirituality through collective acts of worship and other opportunities to reflect. For example, during class assembly, pupils light candles, bow their heads and have quiet times. In assembly, Key Stage 1 children talk about the meaning of fasting, pilgrimage and celebration. Key Stage 2 pupils demonstrated a mature insight into the purpose of teaching religious education and used such words as tolerance, understanding and open-mindedness. They were able to understand the power a belief has in people's lives. There are good opportunities to reflect through writing.
35. Very good provision is made for the development of a sense of right and wrong. Pupils respond well to ideas of fairness and justice and the rights of others. They are responsive in lessons and at other times. They enjoy good relationships with their peers and adults alike. Pupils show enthusiasm for their school and pride in its achievements. In return all adults in the school treat them with respect; they are listened to and comforted when appropriate. Teachers and other adults provide excellent role models for children in all areas of school life.
36. Provision for social development is very good. Pupils are given confidence and express their ideas on fairness and justice. They have opportunities to consider good and bad actions of others and they have time to reflect on moral issues. Children are taught right from wrong and

standards of behaviour are nearly always good. Older pupils help to maintain good behaviour in their own area and take care of younger children in Key Stage 1 during play. Good opportunities are made for pupils to develop social awareness through working in pairs, groups and teams.

37. The diverse and cultural richness of the area in which pupils live is reflected throughout the school both in display, in lessons and during collective worship. This aspect is given a high profile in the school. Visitors into school and visits out of school enhance cultural awareness. In its choice of books the school is aware of the multi-cultural diversity of society. The broader curriculum in geography, history and religious education promotes a good understanding of past cultures, the culture of the modern world and, especially in Key Stage 2, the culture of a range of faith communities.
38. School provision for the spiritual, moral, social and cultural development of pupils is of great value and a strength of the school.

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

39. The school has maintained, and in some respects improved upon, its caring ethos identified by the previous inspection. For example, procedures for accidents and emergencies in the nursery, needed at the time of the last inspection, are now in place, and the health and safety concerns raised have been addressed.
40. The school values its pupils and provides a clean, safe and secure environment. This has a positive effect on pupils' learning. Procedures for child protection are good and for health and safety they are generally good. Risk assessment has not been fully established. All staff are familiar with procedures for child protection. The welfare room arrangements are effective and the pupils requiring first aid treatment or medication are warmly attended to. Curriculum activities, including personal and social education, effectively raise pupils' awareness of issues related to their well-being, for example one of the topics covered in PSE lessons during the inspection was 'road safety'. Pupils with specific educational needs are well supported.
41. Measures to ensure that pupils behave appropriately are good. Teachers' expectations are high and pupils respond well. There is a clear behaviour and discipline policy with the emphasis on rewarding positive behaviour. Staff provide good examples of how to behave and pupils clearly understand what is, and what is not, acceptable. They know and understand the system of sanctions and rewards. Lunchtime procedures are good. Mid-day supervisors are all aware of their responsibilities. The headteacher firmly monitors any incidents of negative behaviour including bullying. No oppressive behaviour was seen or reported to inspectors during the inspection.
42. Procedures for monitoring attendance are satisfactory. A concerted team effort including the education welfare officer and the welfare assistant, has helped a lot in improving attendance but this alone is not enough to obtain good attendance. The school quite rightly intends to use better statistical analysis to monitor attendance. Procedures for checking the pupils coming late to the school are in place. Most pupils are punctual; some are late for the morning session because of their specific circumstances.
43. There are satisfactory procedures to provide support and advice for pupils on improving their academic progress, personal development, behaviour and attendance. For example, parents receive the annual progress reports. There are good systems in place for supporting special needs and English as an additional language. The school is working on tracking all pupils' progress, establishing a centralised system for monitoring pupils' performance. The school is developing effective strategies for the assessment of pupil attainment. Some valuable work is taking place in the analysis of the results of standard national tests. However, the use of assessment is not yet consistent throughout the school. Only in some classes is there good use of day-to-day assessment. However, the school recognises that the use of assessment is

an area for whole school development.

44. Significant effort goes into supporting pupils with special needs. Comprehensive records are kept by the special needs co-ordinator. These record progress towards learning targets. There is good early identification of special educational needs pupils by the early years class teachers. Nursery staff make good use of regular assessment to identify children with special educational needs. Children are further assessed at entry to reception. Teaching staff have further guidance on level of need from the special needs co-ordinator in their termly conferences and pupils' progress is closely monitored thereafter.

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

45. The partnership with parents has much improved since the last inspection and is now a strength of the school. Parents are valued by the school for the positive contribution that they make to pupils' attainment. In turn, parents support the school and appreciate its strong leadership. The partnership is valuable in creating an effective school.
46. Parents are welcomed in the school and there is good interaction between the staff and parents at the beginning and end of each day. The quality of information which the parents receive is mostly good. Parents' responses to the questionnaire show that they appreciate the efforts made by the school in this respect. New parents are effectively introduced to the school, for example through home visits and induction sessions. Curriculum newsletters and letters sent out by the headteacher provide useful information about the school and its work. Pupils' reports are simple and effective. They clearly indicate what pupils can do and set subject-specific targets for improvement in English, mathematics and science. The school's system of reporting on pupils' attainments complies with all statutory requirements. Parents of pupils with special educational needs are kept well informed about their progress. The school has held useful meetings on literacy and numeracy. Parents are also kept in touch with local issues, for example the 'Class Reorganisation 1999' - a local education authority's initiative for rising fives.
47. The school brochure and the annual governors' report are a good introduction to the life of the school and include most of the statutory information required. The brochure does not inform parents of their rights to withdraw the children from religious education lessons, and the governors' report contains no information about the next election of parent governors.
48. Parents' involvement in their children's education and in the work of the school is good. The parents association is active and organises fund-raising events for the school. These events are well supported and much of the money raised is spent on improving the school's resources. Parents are keen to help their children with their work. This has particularly beneficial effect on literacy and numeracy skills. The school successfully relies upon the co-operation of parents to reinforce expectations of both attendance and behaviour.
49. The special educational needs co-ordinator has good contacts with parents. She willingly meets parents to discuss the progress being made by their child. The majority of parents are happy to be involved. In relationship with the wider community, the school ensures that all pupils with special educational needs play a full part in all activities.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The school is very well led and managed. The headteacher leads the school very effectively. She is clear minded about what needs to be done and vigorous in seeing that it is done. Very good delegation and high quality staff development ensure purposeful direction. There is a close partnership between head and deputy. Both have very full and clearly defined roles. There is an effective senior management team. Responsibility to other senior staff is well delegated. Even part-time members of staff have management responsibilities. Subject managers have a fuller role than at the time of previous inspection. Many are new to the role and still finding their feet. However, although monitoring in the classroom is not well established for subject managers, all have audited their area of responsibility, prepared an action plan and have developed the resources available. All subject managers have the opportunity and a role in leading the school forward through staff development sessions. There has been recent rigorous and supportive monitoring of the classroom through the literacy project initiative. Members of staff have had personal feedback. A good feature of staff development is that there has been whole school feedback to identify how best the school can improve its strategies for literacy. It is typical of the school and its high morale that a member of staff remarked about the fun they have in staff meetings and how much they enjoy each others' professional company.
51. The aims of the school are very clear, stemming from the mission statement. They encapsulate a determination to achieve high standards in lessons and support pupils in developing personal skills. All staff, teaching and non-teaching, are committed to the high expectations of the school. This commitment is contagious and infects pupils also. Since the previous inspection the school has worked hard on professional development in order to respond to one of the most important key issues – to improve the quality of teaching. It has been successful in this. This is the result of the evaluation of teaching and learning to identify what needs to be done to improve and then taking the necessary action. It is clear that this is bringing about improved standards of achievement. The governing body shows perceptive leadership. They are very well informed about their school and about their duties. They have a wide perspective on the needs of the pupils and the needs of the community the school serves. Through their system of regular visits and regular meetings they have a good idea of what the school does well and what needs to be done next. They have a good working relationship with the headteacher and all members of staff. They are well advanced in their responsibility to gain best value for the school. The school has a good development plan that identifies appropriate priorities and is a good tool for moving the school forward.
52. Educational priorities are supported well through careful financial planning. The school budgets systematically for all expenditure, is clear about costings, and the pupils benefit from wisely-targeted spending decisions. All subject co-ordinators have a delegated budget and targets for their subjects are carefully costed. The school has identified relevant priorities for improvement and spending decisions clearly relate to these priorities. The governing body applies the principles of "best value" in its decisions. The recommendations of the latest auditor's report were dealt with promptly and appropriately. Systems for financial control are unobtrusive and efficient and keep the way clear for classroom teachers to concentrate on their work. Adequate, up to date information is available to members of the governing body and alternative budgets are usefully provided to illustrate the likely budget effects of spending decisions under consideration.
53. The school is beginning to make effective use of new technologies. A new ICT suite has very recently been installed with a range of multi-media computers that allow pupils and staff to make use of CD-ROM programs and to gain access to the Internet. Teaching and support staff have all had training on the use of the Internet and the headteacher has begun to utilise a computer assessment manager program to aid further analysis of pupil assessment data.
54. Specific grants received by the school, such as funding for the numeracy and literacy strategy and training, for "booster" classes and for additional support for pupils for whom English is an additional language, are being used effectively.
55. The governing body and senior management team of the school are aware of the "best value"

principles of comparison, challenge, consultation and competition and apply these principles in their decision-making. The headteacher and governing body actively consider alternative providers for school services, such as, for example, insurance, comparing charges from a range of providers. The senior management of the school is pro-active in obtaining best value from its decisions, evaluating the quality of services provided and making changes to contractors where necessary. The school consults widely, both with local education authority financial and curriculum advisors and with parents, keeping them closely informed about significant changes to the school curriculum and inviting them to attend meetings about the literacy and numeracy strategy, for example.

56. The school has an appropriate number of qualified and experienced teachers. New co-ordinators have been appointed for information technology and design technology since the time of the last inspection and a substantial programme of training has been delivered to staff in information technology. The arrangements for the induction of newly qualified teachers are excellent and are a significant strength of the school. As well as formally identified induction tutors who monitor lessons regularly and identify written targets, each newly qualified teacher has the benefit of an informal mentor. Opportunities for training are comprehensive and the local education authority provides a substantial induction programme. The provision of suitably qualified and experienced support staff is extensive. When these staff are deployed so that the focus is on groups and individuals, they contribute much to the advancement of pupils' learning.
57. The building is adequate for the effective delivery of the curriculum, with a number of improvements having been made since the date of the last inspection; for example a new hall for Key Stage 1 pupils and an information technology suite. The playing field, although detached from the school, is spacious and readily accessible. There are many examples of bright, colourful play features in the play areas around the outside of the school including provision for learning opportunities for the under fives. Despite much work on developing outside play for children under five, the school is not satisfied with the provision it makes. For example, the new reception class is situated inside the school away from under fives outdoor play areas. It is therefore difficult for these children to access the outdoor play required by the Desirable Outcomes of Learning for children under five. The building is inconvenient. For example, it is not possible to provide for all children under five in the same part of the building. The layout of the building means that people have to pass through the school office on a regular basis. However, the school is determined not to allow this to make a negative impact on standards.
58. Improvements have been made in the provision of learning resources in history and music since the last inspection and resources are adequate in all areas of the curriculum with the exception of the library, which is under-used. Space in the library is limited and there is an insufficient range of up to date books to provide opportunities for independent learning and the development of library skills.
59. The special educational needs co-ordinator keeps a very good overview of provision for the high number of pupils with special educational needs. She is clear about what needs to be done and is well supported in her work by the named governor for special needs, who is a regular visitor to the school. Weaknesses in the provision highlighted in the previous inspection have mostly been well addressed. There is a good policy for special educational needs. Good links with professional agencies support the work of the school. This has helped the clear direction of teaching pupils with a wide variety of needs.
60. The level of staffing for special educational needs pupils is good. Teaching staff are aware of their responsibilities in preparing work for these pupils. The co-ordinator regularly attends local meetings and courses for special educational needs and leads frequent training sessions with the support staff. There are good resources for learning, particularly those to support pupils' literacy skills. Care is given to assure that older pupils are given appropriate resources particularly in reading which are suitable for their level of learning but do not repeat earlier learning.
61. The school keeps a very good overview of money coming into the school for special

educational needs pupils. The governing body is very aware of assessing value for money in its provision for special needs. Through the termly conferencing pupils' progress is closely monitored. The governing body has clear plans to manage the finance efficiently and deploy staffing effectively to meet the needs of the recently increased number of pupils with statements of special educational needs.

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

62. To maintain the pace of improvement already identified in the school, the headteacher, members of staff and the governing body should:

- Raise attainment in information technology
  - through the inclusion of the subject in teachers' day-to-day planning, thus ensuring that information technology is used to support learning across the curriculum
  - reinforcing current initiatives in enhancing resources available and supporting staff through professional development
  - and making intensive use of the information technology suite.
- Build on the improvements identified in attainment by refining school procedures for assessment
  - to give a clear understanding of what pupils already know, can do and understand across the curriculum
  - and to make better use of assessment information in planning for what needs to be learned next.
- Additionally the following minor issues would enhance the work of the school:
  - improvement in the provision of books and accommodation in the library to make further use of pupils' reading skills

And

- continue to improve standards of attendance through the identification of further strategies to reduce the amount of unauthorised absence.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	85
Number of discussions with staff, governors, other adults and pupils	30

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5	62	32	0	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	Y1 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	30	433
Number of full-time pupils eligible for free school meals	0	84

FTE means full-time equivalent.

#### Special educational needs

	Nursery	Y1 – Y6
Number of pupils with statements of special educational needs	0	9
Number of pupils on the school's special educational needs register	4	127

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	83

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	34
Pupils who left the school other than at the usual time of leaving	26

### Attendance

#### Authorised absence

	%
School data	5.6
National comparative data	5.4

#### Unauthorised absence

	%
School data	1.0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	34	28	62

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27	28	29
	Girls	21	23	21
	Total	48	51	50
Percentage of pupils at NC level 2 or above	School	77 (61)	82 (81)	81 (67)
	National	82 (80)	83 (81)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27	28	29
	Girls	22	22	23
	Total	49	50	52
Percentage of pupils at NC level 2 or above	School	79 (77)	81 (67)	84 (75)
	National	82 (81)	86 (85)	87 (86)

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

### Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	34	28	62

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	24	28
	Girls	19	19	23
	Total	40	43	51
Percentage of pupils at NC level 4 or above	School	65 (54)	69 (60)	82 (78)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	22	29
	Girls	21	22	22
	Total	43	44	51
Percentage of pupils at NC level 4 or above	School	70 (71)	72 (59)	82 (74)
	National	68 (65)	69 (65)	75 (72)

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



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

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	7
Black – other	0
Indian	32
Pakistani	7
Bangladeshi	5
Chinese	2
White	306
Any other minority ethnic group	11

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

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

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

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

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

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

Total number of qualified teachers (FTE)	19.6
Number of pupils per qualified teacher	22.09
Average class size	29.26

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

Total number of education support staff	15
Total aggregate hours worked per week	375

### ***Financial information***

Financial year	1998/99
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	£
Total income	815,157
Total expenditure	783,742
Expenditure per pupil	1,794
Balance brought forward from previous year	48,219
Balance carried forward to next year	79,634

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	433
Number of questionnaires returned	100

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	31	4	0	0
My child is making good progress in school.	47	48	4	0	1
Behaviour in the school is good.	47	46	4	1	2
My child gets the right amount of work to do at home.	40	41	11	3	5
The teaching is good.	52	42	1	0	5
I am kept well informed about how my child is getting on.	51	42	5	1	1
I would feel comfortable about approaching the school with questions or a problem.	66	32	1	0	1
The school expects my child to work hard and achieve his or her best.	68	32	0	0	0
The school works closely with parents.	49	45	2	0	4
The school is well led and managed.	53	44	0	0	3
The school is helping my child become mature and responsible.	50	43	4	0	3
The school provides an interesting range of activities outside lessons.	25	39	23	4	9

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

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

63. The school makes good provision for children under five in the nursery, the newly created reception class for rising fives and for reception children in mixed age classes. The provision is equally good in all the areas of learning. Children are well prepared for working on the National Curriculum at the appropriate age. Children are on course to meet the expected outcomes in the areas of learning by the time they enter full-time schooling. The school has managed well the considerable demands made upon it by national and local initiatives involving class sizes and the admission of under fives to reception classes. The school is to be congratulated upon its skilful management in the organisation of the early years curriculum, resources, space, support staff and effective budget management to achieve early years provision of a high standard which has significant impact on children's learning and standards. Baseline assessment shows that the attainment on entry to school is well below average in English, except for speaking and listening, where it is above expectations for their age. In mathematics the results on entry are above average for their age. When they enter full-time schooling, children attain at a level that is broadly similar to that expected of other children of their age.

#### **Language and literacy**

64. Almost all children have good listening skills, respond to questioning with appropriate answers and are even able to enter into quite lengthy discussions about their families, home life and things they enjoy doing. They can describe pictures and talk about their own experiences with confidence. They use language freely and creatively while playing in the role-play area and during circle time in a mixed age class. Children understand the importance of books and handle them with care; some choose to look at books or seek out an adult or peer to share a book with. Children understand print carries meaning and are able to interpret pictures in a book. More able ones are reading fluently at their appropriate level. During the literacy hour under five children in a mixed age class respond well and make real gains in learning building on previous learning about initial sounds, writing the letter 's' in sand, sorting pictures according to letter sound 's'. Their big book session links into their personal and social development, they are discussing how new children will feel on joining their class.

#### **Mathematics**

65. Many children already have a good understanding of mathematical language, being able to make comparisons of size between big shapes and small shapes. They are able to name a range of basic shapes and sort objects according to colour. In number the majority can count and recognise numbers to 10 and a significant minority can count to 20; in one class a group of reception children were able to add two more play people to a given number and give the correct answer. Another group were successfully playing a counting and sorting game, using dice and play people. The children were increasing their understanding about counting, adding two sets of objects and sorting by colour; several children in this group understand concepts of bigger and smaller than a given number.

#### **Knowledge and Understanding of the world**

66. Children are able to talk about where they live, their families, brothers and sisters and features of the school, such as their new reception classroom and the things they can do in school. In the nursery children are learning about the days of the week, the weather and the seasons. Brighter children are able to offer answers such as, 'I know the next season is going to be spring.' Both, nursery and reception children use the computer with considerable skill and confidence.

#### **Physical Development**

67. Nursery and reception children handle tools and objects with confidence. They successfully cut out shapes, thread laces and hold pencils and brushes with increasing control. In physical education they skip, hop, jump and use space in the hall and outside very effectively. The provision for outdoor play is especially good for the nursery children; they have a wonderful purpose built playhouse and adventure climbing frame with special safety flooring and an

excellent selection of wheeled toys. These have a considerable impact on their physical development of large motor skills and their personal and social education as they successfully learn to share equipment, co-operate and collaborate in the use of it under the purposeful guidance of their teacher and nursery nurses.

### **Creative Development**

68. Children show good skills in art, collage and modelling; they make lively pictures to their own designs. The drawings of most children show good levels of maturity, and some are very detailed, as for example the drawing of a table plan detailing six children around three sides of the table and resources for an activity on the table. Children make collage pictures in the reception class. They carefully cut out their shapes and select colourful materials to stick on and transform their shapes into pleasing designs.
69. Children's response to lessons is good and this promotes their learning well. They have a positive and curious attitude to their learning and respond well to guidance from their teachers, nursery nurses and classroom assistants. They work well together in groups or pairs and know how to share resources. Children have good levels of independence in unsupervised group activities and they are able to concentrate for a considerable length of time.
70. The quality of teaching is good. Teachers have good knowledge and understanding of the needs of different groups of children in their class. Planning and lesson organisation is good, meeting the needs of groups and individual children. Nursery nurses and classroom assistants contribute significantly to children's learning, class organisation and management. Teaching is warm and lively. Good support is given to lower attaining pupils while higher attaining pupils are being sufficiently challenged through teachers' skilful questioning and open-ended activities. Teaching and support staff have high expectations of children's ability to achieve as well as for their behaviour. They question children appropriately, guide and use praise effectively to promote learning.
71. The curriculum in the nursery and reception class as well as for under fives in mixed age classes is based on early learning goals which are linked to the appropriate areas of learning and enables children to progress towards and beyond the Desirable Outcomes for Learning and pre-school education. It links in well with the National Curriculum and prepares children for working on it once they reach the appropriate age. Baseline assessment is successfully used to identify areas for development of both groups and individual children; these assessment results are used to construct individual education plans for children with special educational needs as well as set learning targets for other children in each class. The two early years co-ordinators ensure that this information links into Key Stage 1 at the reception and Year 1 transition stage.
72. The school has concerns about the size of some classrooms and the lack of easy access to outdoor play. Although the provision of the in-door and out-door curriculum for both nursery and reception pupils is good in many respects, some children are relatively disadvantaged compared with others in the school. For example, some have easy access to space for under-cover play and good play surfacing; others have not. Classrooms are attractively laid out and in mixed age classes great care is taken to ensure that learning through play and with an emphasis on practical activities can take place. Children's work is attractively displayed, as are the resources for learning.
73. Parents are encouraged to be involved in their children's learning and some give help in class. The nursery and new reception class have an excellent induction programme for new parents and children, ensuring a calm and happy start to school for all children. Parents are clearly welcome in school and seen as partners in the education of their children.

## ENGLISH

74. End of key stage tests in Key Stage 1 indicate attainment in 1999 in reading which was below national averages, but in line with them in writing. By the time pupils leave at the end of Key Stage 2, attainment has improved and English is in line with the standard achieved nationally. Although attainment has varied from year to year, the overall trend is one of improvement. There are differences between the attainment of boys and girls but those differences are not consistent nor are they large. There are no observed differences in the attainment of pupils from different ethnic groups. The school is successful in gaining numbers of higher levels of attainment, which are at least similar to those levels found nationally.
75. Attainment in English during inspection week is in line with the standards expected nationally at the end of both key stages. This shows an improvement from national test results in 1999 for reading at Key Stage 1. There is a significant rise in standards achieved in both key stages since the school was last inspected.
76. At the end of both Key Stage 1 and Key Stage 2, speaking and listening is in line with the standards expected nationally. Key Stage 1 pupils listen attentively and respond clearly. Some pupils use words such as "consonant" and "vowel" and most pupils are confident in their responses. In science, pupils in Year 1 describe materials as being "bendy", "hard" and "soft". Lengthy answers are given when Year 5 pupils discuss the story of Adam and Eve, developing their ideas and opinions well whilst listening carefully to the views of others. Pupils in Year 6 talk confidently and clearly when discussing a selected text from "Tess of the D'Urbervilles".
77. Attainment in reading is in line with those standards expected nationally at the end of both key stages. Most pupils in Year 1 use their knowledge of letters and sounds to read words and they recognise many words in a simple story. Pupils in Year 2 read confidently and accurately with good word attack and are beginning to develop expression in their reading. In science they read words describing "power source" "mains electricity" and "battery powered". Whilst most pupils in Year 3 read a range of texts accurately, most pupils show only surface understanding in a lesson on identifying story themes. Year 4 pupils understand the main points in identifying a target audience in a book through a range of strategies. Pupils with special educational needs develop their ideas well, identifying "Sally Squirrel" as a book for 5 year olds because of the way in which the book is titled, whilst higher attaining pupils in this year group deduce that theme and difficulty are the main criteria and, "... if I can understand and read it easily then it must be for younger pupils". Pupils at the end of Key Stage 2 read a range of books confidently and many read fluently and with expression. They generally choose a book by the cover review or favourite author. Library skills of pupils throughout the school are underdeveloped. Whilst many pupils use contents and index pages and Year 6 pupils have acquired some skills in compiling and using a glossary, the great majority of pupils do not understand library classification which impacts upon their ability to locate and find information independently.
78. Attainment in writing is in line with those standards expected nationally at the end of both key stages. Year 1 pupils have a good awareness of phonic sounds and most know that letters make words, which, in the right order, make sentences. Pupils in Year 2 write short narrative sentences including an animal. Words and nouns such as "zoo" and "day" are usually spelt correctly. Higher attaining pupils include words such as "elephant" "shouted" and "called". In science, words such as "body" and "materials" are used when labelling parts of the body. Most pupils' handwriting is joined, legible and consistent in size. The overall standard of presentation in written work is good. In Year 5, pupils identify words that can be prefixed by "un" "in" and "dis" with accurate spelling and punctuation. Good quality reviews of Roald Dahl's "James and the Giant Peach" are produced with grammatically complex sentences and interesting vocabulary. Most Year 6 pupils are beginning to use vocabulary that is more interesting and are developing ideas through their writing. Lower attaining pupils add phrases to a given sentence using full stops and capitals accurately; for example "Kanda saw the shark (in the water)". Handwriting is joined, legible and mostly fluent. The standard of presentation is good across Key Stage 2.
79. The standard of teaching is good across both key stages. Attainment in English has been

below average in Key Stage 1. In this key stage, the good teaching observed is having a positive impact in raising standards. Support staff are very effectively deployed ensuring sustained concentration, whilst ongoing assessment of smaller groups of pupils in Key Stage 1 ensures sound development of skills. In Key Stage 2 much support was concentrated on groups of pupils with special educational needs, resulting in good progress. Support staff have the greatest impact on learning where they are focused with clearly defined objectives on particular groups or individual pupils. Pupil management is good which is reflected in the way pupils respond so well to adults and each other. Clearly established routines are evident in classrooms, which contributes to productive, well-paced lessons. Positive relationships and good behaviour are evident in lessons across both key stages. Teachers demonstrate good subject knowledge and confident delivery of lessons. In Key Stage 1 a class is spellbound by the reading out loud of a story, "The Tiger and the Jackal" which clearly stimulates the discussion and written work that follows. Planning is consistently good with clear objectives for lessons. Activities and strategies are well structured with little time wasted. Lessons flow smoothly with good pace producing an industrious working atmosphere overall. There is little evidence of information technology being used effectively to contribute to pupils' learning. Whilst isolated examples of pupils using computers for simple word processing were observed during inspection week, the work is neither demanding nor structured and monitoring is cursory.

80. Resources are generally sound but the provision of library facilities is inadequate. This has an impact on the acquisition of appropriate library skills and hinders the ability of pupils to research independently. The subject policy, strategies for assessment and scheme of work are sound and monitoring procedures are generally effective. The role of the subject co-ordinator is currently underdeveloped with limited input into Key Stage 2. This curtails the overview of the subject across the whole school, which is necessary for future development. However, the key issues of the last inspection, which concerned the improvement of pupils' literacy, have all been addressed which has contributed to the raised levels of attainment. Teachers make good use of their knowledge of the national literacy strategy. They teach basic skills well and this supports learning across the curriculum. Good use is made of subject specific vocabulary in mathematics, science history and geography. Pupils are given good opportunities to use their writing skills, for example, in making notes in history. Reading skills are well used in geography, history and religious education, especially in Key Stage 2.

## **MATHEMATICS**

81. Lesson observations during the inspection and a scrutiny of work undertaken during the current school year indicate that the current cohort of Year 2 pupils have made satisfactory progress and the majority are on course to attain standards broadly equivalent to those expected nationally at the end of Key Stage 1 in mathematics. In Key Stage 2, the majority of Year 6 pupils are on course to attain standards equivalent to those expected nationally whilst a minority of pupils are on course to achieve standards above those expected nationally. In the mathematics SATs at the end of Key Stage 1 for the four years up to and including 1999, the percentage of pupils reaching expected levels of attainment was well below the national average. Results for the latest (1999) SATs, however, indicate a significant improvement in results. Key Stage 2 results for these four years indicate overall achievement very slightly above national averages. Provisional results for the 1999 SATs tests indicate achievement at the end of Key Stage 2 was broadly in line with national results. However, significant variations in cohorts, with large proportions of pupils with special educational needs in particular years moving through the school, make accurate year-on-year comparisons of achievement difficult. There are no significant differences in the attainment of boys and girls, nor of pupils from different ethnic backgrounds.
82. At the time of the inspection, the school was one complete term into full implementation of the national numeracy strategy. Under this new scheme of work and curriculum pupils will be undertaking a wide range of work in all areas of mathematics. Samples of pupils' work demonstrate that pupils in both key stages undertake a variety of work on shape, space and measures, and tackle a range of problems involving handling data and investigation. Pupils make good use of their numeracy skills in other curriculum areas, in reading and recording

temperature in science, in calculating class numbers during registration, in clapping out beats in music for example.

83. In Key Stage 1, most pupils in Year 1 are able to count to 100, identifying the 5's and 10's, and are developing their understanding of subtraction as "the difference between". They understand "bigger than" and "smaller than" and the more able can provide a number "bigger than 5 and smaller than 8". The majority are beginning to understand mathematical symbols for plus, minus and equal and read mathematical "sentences" such as  $10 - 8 = 2$ . The majority of Year 2 pupils know "doubles" up to  $9 + 9$  and are able to work out "near doubles" by adding or taking one away. Most understand  $>$  and  $<$ , reading  $10 < 88$  accurately.
84. In Key Stage 2, most pupils in Year 3 understand what each digit in a three-digit number represent. Pupils are developing their knowledge of the number bonds to 20 and are beginning to understand a range of methods for adding two-digit numbers to two-digit numbers. However, the mental arithmetic skills – both speed and accuracy - of a significant majority of pupils in Year 3 are below expectations. In Year 4, most pupils are able to "round" a number to the nearest 10 or 100. They are developing their skills of estimation and are able to use and explain the vocabulary of estimation. Year 5 pupils know that digits move one place to the left when multiplying by 10 and two steps when multiplying by 100. They are developing and refining written methods for division, using multiples of the divisor for HTU divided by U calculating how many times the divisor can be taken away. In another class, Year 5 pupils were using the grid method for multiplying, for example, calculating 46 by 2 as:  $(40 \times 2) + (6 \times 2) = 80 + 12 = 92$ . At the end of the key stage, in Year 6, pupils are "set" into two ability groups for mathematics. Pupils in the lower attaining group who had to identify factors in numbers below 20 were hindered by their below average knowledge of their multiplication tables, which slowed down the process significantly and reduced accuracy. In the higher attaining set, pupils are developing their own strategies for problem-solving and using a variety of mental and written computations within the four operations, including recall of multiplication table facts to  $10 \times 10$ . Although there are significant variations in attainment in the Year 6 cohort and a minority of pupils are likely to achieve above national expectations at the end of the school year, overall attainment at the end of the key stage is satisfactory.
85. The quality of learning in lessons observed ranges from very good to satisfactory at Key Stage 1 and from good to satisfactory at Key Stage 2 and is good overall both key stages. The quality of teaching in Key Stage 1 is having a significant effect in raising previously low standards of attainment to standards which are close to the national average. Where the quality of learning is good, as it was in the majority of lessons observed, this is due to the teacher's high expectations, the maintenance of a "brisk" pace throughout the lesson and the generation of a good working atmosphere within the class. Pupils with special educational needs are catered for appropriately in teachers' planning with suitable tasks and additional support, and they make good progress overall towards the targets set for them. Pupils with English as an additional language are supported well in mathematics lessons. Planning for all mathematics lessons seen was based on the government-recommended numeracy scheme of work and strategy and complied with the recommended lesson format. In the best lessons, teachers ensure all pupils are paying appropriate attention, use correct mathematical vocabulary and terminology and provide good opportunities for pupils to explain their methods and practise what they know. Although no unsatisfactory teaching was observed, in a small number of lessons, in both key stages, there was a failure to maintain an appropriate pace after the initial "quick mental maths" activity, leading to some restlessness. Analysis of work produced in parallel classes reveals an over-reliance on "worksheets" by some teachers.

86. Attitudes and behaviour in mathematics lessons is good overall at both key stages. Most pupils enjoy their mathematics work, especially the mental and oral activities, respond well to their teachers and work together well without the need for constant teacher-intervention.
87. The school has implemented the numeracy strategy enthusiastically and effectively. The co-ordinator for the subject has undergone appropriate training in the numeracy strategy. Resources for the subject are satisfactory overall and funding has been allocated to purchase additional resources to support the numeracy strategy. The school is careful to monitor the quality of teaching and the standards achieved by pupils. The results of evaluation identify areas for development. The school is quick to take action to address the priorities identified.

## **SCIENCE**

88. By the end of Key Stage 1 pupils' attainment broadly meets the national average and by the end of Key Stage 2 pupils' attainment is in line with the national average. Standard test attainment is better than that of similar schools. There are no observed differences in the attainment of boys and girls, nor between pupils of different ethnic backgrounds.
89. By the end of Key Stage 1, pupils have acquired a satisfactory knowledge and understanding of science and they make sound use of it as they conduct simple experiments. For example, they investigate the taste of various items of food making suitable use of vocabulary such as "sweet, sour and bitter". While doing the experimenting they make simple predictions, offer sensible explanations to what they find out and record their results. They name the major parts of the body accurately and record their knowledge of how living things grow and develop. They know that everyday appliances use mains supply of electricity but may also be powered by battery. They record their understanding with suitable diagrams. Pupils' communication of their scientific knowledge is good. In discussion they confidently use scientific vocabulary and they present information in a good number of ways including drawings, diagrams, tables, speech and writing.
90. By the end of Key Stage 2, pupils continue to show strengths in communicating their scientific knowledge. For example, they use scientific vocabulary well, describing different systems of the body such as skeletal and digestive. They identify and name parts of the skeleton such as femur, spine and skull. Pupils have a good understanding of the way in which plants work using scientific terms such as photosynthesis. They recognise the feeding relationships between plants and animals in a habitat and describe the relationships using food chains. Information is well presented in an appropriate and systematic manner. Throughout both key stages pupils make good use of their literacy skills to read and find out and communicate their observations. Numeracy skills are suitably used as, for example, pupils in Year 6 check the pulse beats per minute of certain individuals. The use and understanding of a fair test is developing satisfactorily by the end of the key stage.
91. Pupils at both key stages have good attitudes to their work. They behave well and co-operate sensibly in their investigations and with sharing the resources.
92. Standards in science have been maintained since the last inspection. Improvement is satisfactory. There is a good curriculum map in place that suitably underpins broad progression from year to year. Weaknesses in teaching have been mainly addressed. Now teachers are confident when teaching the subject. They make appropriate use of scientific investigation. They make appropriate use of question and answer to check learning and reinforce knowledge, listening and speaking. However, not all teachers plan extension work that challenges pupils. The use of information and communication technology remains underdeveloped.
93. The quality of teaching is good overall, although it is stronger in Key Stage 2. The quality of teaching is having an impact on standards of attainment. The school compares favourably with similar schools. Good teaching is clearly a factor in this. Investigation was included in almost all the science lessons observed. However, too many lessons were teacher directed limiting pupils' progress in designing and carrying out their own investigations. There was



effective teaching in a Year1 / 2 class on materials and a Year 3 class on sources of light where teachers posed problems and, for example, allowed pupils to choose their own criteria for sorting. The target for learning was continuously emphasised and pupils understood what they were doing. In a reception / Year 1 class and a Year 5 class, the teachers had very good questioning skills which helped the pupils make clear connections with their earlier learning. The target for learning was continuously emphasised and there were high standards for work and behaviour. In all these classes, pupils responded well to the teachers' challenge. They showed good effort in their work, sustained concentration well and took considerable care with the presentation of their work.

94. Where teaching was less effective pupils were not sufficiently challenged, tasks reinforced what many of them already knew and did not extend their understanding and lesson pace was slow. Teachers assess pupils' understanding at the end of every term and this usefully informs them of what pupils know and understand. Targets are appropriately set for future learning. However, in some classes, but particularly in Key Stage 1, teachers do not focus sufficiently on pupils' gains in learning and gaps in their understanding during their day-to-day work with pupils.
95. Pupils make satisfactory progress overall. Pupils with special educational needs, those from ethnic minorities and those with English as an additional language make good progress with the support they receive.
96. There is sound leadership in science. The school has a clear overview of the subject. Some monitoring of teaching and learning in classrooms is taking place and termly planning is monitored. This makes it possible for the school to be aware of strengths and weaknesses for example, that some daily planning in Key Stage 1 needs to be more focused. There is a clear action plan for the present academic year; targets are being dealt with systematically. The school has a useful Wildlife Area.

## **ART**

97. At the time of inspection only two lessons were observed. However, from the work that was on display, discussions with pupils, teachers and the art co-ordinator, it was evidence that pupils reach satisfactory standards. At both key stages pupils, including those with special needs and English as an additional language, make good progress.
98. Pupils use a satisfactory range of materials, media and techniques; however, two-dimensional work is more strongly promoted than three-dimensional work. Key Stage 1 pupils use tools well and use drawing in a cross-curricular way. They can express their ideas creatively e.g. African design work in which pupils produced very individual patterns and were able to follow these through into colour.
99. Key Stage 2 pupils use a range of tools and materials appropriately and safely. They are able to discuss work of famous artists, for example, Matisse and understand the impact paint and collage had on his work as his sight failed. They can discuss a number of other painters and have opinions about their work.
100. Primary and secondary colour is well understood, older pupils know and can give examples of tone, hue, tint etc; they look critically at their work and that of others and can make suggestions for development and improvement. Several show an interest in the design process.
101. Few lessons were seen and it is not possible to make a secure judgement on the quality of teaching. However, good management and secure policies support the subject, which impacts on pupils' learning. In the few lessons seen, good relationships, clear explanations and high expectations mark teaching. Pupils respond enthusiastically, concentrate well, share with others and are well behaved.
102. Progression throughout the school is generally good; it shows cohesion and continuity, for

example, the work on paint mixing, colour wheels and the work in development of symmetry.

103. Progress since the last inspection is good, issues of creativity for the under fives have been addressed and the provision is generally satisfactory. Overall, work in art makes an aesthetically pleasant contribution to the school environment. National Curriculum requirements are met.

## **DESIGN AND TECHNOLOGY**

104. No design and technology lessons were observed at Key Stage 1 during the inspection, providing insufficient evidence on which to make secure judgements on the quality of learning in the key stage. Evidence from the lessons observed, however, suggests that the quality of learning in design and technology at Key Stage 2 is satisfactory.
105. In Year 4 pupils designing and making a lighthouse were able to suggest materials they would use to make their models and pupils recognised and could explain the use of pulleys in diagrams. More able pupils are able to talk confidently about their tasks, consider likely problems and pose possible solutions. In Year 5, pupils designing and making a Greek temple were using information sources to aid their designs. They were clarifying the task and their own design ideas, and planning the use of materials, equipment and processes.
106. Pupils' attitudes and behaviour in lessons seen was good; pupils were interested in the tasks and responded well to questions and directions. They were offering their own ideas and generally appropriate suggestions and clearly enjoying what they were doing. The quality of teaching in Key Stage 2 is good. Teachers demonstrate good subject knowledge, resource lessons well and provide clear explanations. In the best cases, teachers maintain a brisk pace to the lesson and have high expectations of work and behaviour.
107. There is a policy and scheme of work in place for the subject that provide continuity and progression in the key skills. The co-ordinator, newly-appointed, plans to review the current scheme of work and adopt a government-recommended scheme of work for the subject. There is a basic but generally satisfactory range of resources for the subject which, although poorly organised and stored were utilised well in the lessons seen. The food technology room is a valuable resource that is utilised well throughout the year

## **GEOGRAPHY**

108. Only one lesson of geography was observed. Judgements on standards are based on the analysis of work and discussions with pupils and staff that indicate that standards of achievement are broadly in line with national expectations at the end of both key stages. The school has improved the resourcing of the subject. This has had an impact on standards. Where at the last inspection there was some under achievement, standards have now improved.
109. Pupils demonstrate the ability to recall simple facts and to answer questions based on worksheets and simple sources of reference. At the end of Key Stage 1 pupils talk confidently about the different kinds of farming they have learned about during last term's topic on the countryside. They are able to describe the journey of milk from the cow to the supermarket. Pupils are showing an awareness of places beyond their own locality and recognise features of different environments. Less able pupils recall simple facts using pictures in their project books for clues and more able ones talk about the whole topic with confidence and at great length. Looking at places and transport pupils are able to make sensible suggestions for appropriate forms of transport and judging distance and journey times.

110. By the end of Key Stage 2 pupils are able to use and interpret maps in a variety of scales. They successfully build on their learning and knowledge gained at Key Stage 1 about transport, distance and journey times. Year 6 pupils are able to use scale bars to help them find the distance between major cities in England and they complete location charts using grid references. Pupils begin to understand and are able to describe geographical patterns. They recognise physical and human features of different environments and offer explanations. They are able to compare in detail the differences between village and town using appropriate vocabulary to describe these differences.
111. Pupils have good attitudes to learning and they respond with enthusiasm when discussing the work in their project books. They listen attentively during lesson time and are able to make sensible contributions which further their own and peers' learning.
112. No overall judgement can be made on the quality of teaching. The Qualifications and Curriculum Agency scheme of work supporting the school policy ensures progression within each year group and continuity across the key stages. The scheme helps to identify assessment opportunities although these are not as yet fully implemented. The co-ordinator has developed the subject and monitors teachers' planning and pupils' work. Classroom observation of the subject does currently not form part of the monitoring process. Resources have improved considerably and this has had a positive impact on standards. No evidence was seen on information technology supporting learning in the subject.

## **HISTORY**

113. Only one lesson of history at Key Stage 1 and two lessons of history at Key Stage 2 were observed. Evidence was also gathered from teachers' planning, discussions with staff and pupils and the analysis of pupils' work. The school has undertaken appropriate development of the subject in particular in the area of resources. Teachers can draw on a selection of excellent topic boxes to support their teaching of the subject. There has been sound improvement in the standards achieved in particular at Key Stage 2; whereas previously pupils' attainment was judged to be low, standards are now satisfactory.
114. Overall, pupils' learning is sound. They make satisfactory progress in their historical knowledge, in their investigative skills and in their understanding of chronology and the scope of historical evidence. Pupils with special educational needs and more able pupils are enabled to make appropriate progress according to their abilities; they cover the same subject content but the teachers use different approaches to enable successful learning to take place. In Key Stage 1 pupils experience aspects of history as part of an integrated topic. They make observant comparisons between everyday life and objects of the past and present. They are able to make oral and written comparisons between old and modern housing, declaring that during Samuel Pepys's day roofs were thatched and people did not have toilets. They are beginning to understand that there are reasons for why people in the past acted as they did. They can name famous people such as Florence Nightingale and explain what she did and why. At Key Stage 2 pupils demonstrate factual knowledge about Britain and other countries during lessons about World War 2. Pupils use and develop enquiry skills during lessons where the teacher encourages them to research archive materials and develop note taking skills that analyse findings rather than just copying information. Pupils' acquisition of knowledge is at a satisfactory level and during the observed lessons they have enhanced their understanding of aspects of the war.
115. Pupils clearly enjoy their history lessons. They listen with interest both to teachers' introductions and to ideas expressed by their peers. They are thoughtful in their responses and take pride in the good quality of their finished work.

116. Overall, the quality of teaching in the lessons observed was good; teachers have high expectations of their pupils' learning and behaviour. They show enjoyment, appreciation and sound subject knowledge and are able to motivate their pupils. Lessons are well planned and teachers have positive and encouraging relationships with their pupils that help them to keep good discipline.
117. The leadership and management of history are satisfactory. The co-ordinator has developed the subject along appropriate lines and a draft policy supported by the Qualifications and Curriculum Agency's scheme of work ensures subject progression occurs in each class and continuity across the two key stages is in place. The scheme identifies opportunities for assessment although these are not as yet fully implemented. The co-ordinator monitors teachers' work through looking at planning, and teaching and learning outcomes in pupils' project books. Monitoring through classroom observation is not taking place. Pupils do not make use of information technology to support their learning in history.

## **INFORMATION TECHNOLOGY**

118. Standards of attainment in information technology are below the standard expected at the end of both key stages. Although there is evidence of progress in the acquisition of skills, knowledge and understanding throughout the school, the progress pupils have made over time has been insufficient to raise attainment to a satisfactory standard.
119. By the end of Key Stage 1, pupils have had insufficient experience of information technology across the curriculum. They acquire an experience of word processing. Some have a good knowledge of how to get around the keyboard, how to use the pointing device (mouse) and how to access on-screen features. However, there is little evidence of pupils using information technology across the subjects of the curriculum to support their everyday learning. Nor is there substantial evidence of pupils learning the early stages of sorting and classifying information or learning to control devices. Some pupils print their own work. There is no evidence of pupils storing and retrieving their work.
120. By the end of Key Stage 2, pupils have acquired a good knowledge of word processing. They understand about features such as font and print size. They know how to highlight text so that it can be edited in different ways. In discussion they reveal that most of their word processing work is copy writing from written texts rather than creating direct to screen. However, they do recognise the editing benefits of word processing. Pupils in Year 3 were learning to access CD-ROM multi-media information on music. They were intrigued at the prospect of being able to create their own compositions with instruments of their choice. Some pupils have accessed CD-ROM for historical research. Pupils in Year 5 learned to use the paint program on the computers in the information technology suite. They quickly learned to control line and colour and to create meaningful pictures. In Year 6 pupils are beginning to learn to use spreadsheets to create graphs and to model everyday mathematical situations. However, much of this work is at an early stage in the development of skills and knowledge. Pupils do not store and retrieve their work as a matter of routine. Although some pupils have a great deal of background knowledge, this knowledge is not extended across the whole of the information technology curriculum. There is little evidence of information technology being used to support learning in different curriculum areas on a day-to-day basis in the classroom.
121. In the lessons seen and in incidental observations of pupils using computers, they are keen to learn. They concentrate and work well with a partner. Their enthusiasm enables them to develop skills and to quickly acquire new learning. There is particularly good listening when teachers are giving whole class computer lessons. This was seen during inspection week in several year groups in Key Stage 2. Discussions with pupils reveal that they value their time on computers and relish the thought of using the new computer suite in school.

122. The school is beginning to teach computer skills to whole classes of pupils. The teaching of whole classes seen during the week of inspection was of a good standard. Teachers' subject knowledge is good in what is frequently a difficult area. As a result lessons were brisk and meaningful. Although teaching a whole class lesson with one classroom computer and only a normal sized monitor is not easy, teachers managed lessons well. Teaching groups in the computer suite is new to the school. It is already having a big impact on the skills pupils acquire. However, there is insufficient use of computers in the classroom on a day-to-day basis. Teachers do not plan to use computers on a regular basis and therefore opportunities are lost to support learning in English, mathematics, science, history and geography in particular. Although there is evidence that training has considerably enhance teachers' understanding of the potential of information technology in the classroom, they are not yet planning to use IT on a regular basis. Where pupils are taught computer skills the quality of learning is good with rapid acquisition of new understanding. The quality of learning is much enhanced by a willingness and desire to know more and to acquire more skills.
123. The new computer suite is beginning to be used well. It had only just come on line when the school was inspected. Already there is an impact on standards. Allied to this is the fact that there has been considerable training for teachers and learning support assistants. This too is having considerable impact. Learning support assistants seen with groups of pupils were very confident in their subject knowledge. The co-ordinator is enthusiastic. She has audited the school's provision and has a good understanding of what needs to be done. Already there has been enhancement to existing resources. The school has access to the Internet through a dedicated phone line. This will further enhance the school's information technology capability. Although standards remain below those expected, there are clear indicators of improvement since the previous inspection.

## **MUSIC**

124. Standards in music are sound throughout the key stages and by the end of each key stage pupils are on target to meet nationally expected levels with some pupils achieving above this. Areas of weakness reported at the time of the last inspection have largely been addressed with the introduction of a sound scheme and positive leadership with enthusiasm for the subject.
125. Few lessons of music were seen and no secure judgement can be made about the quality of teaching. In the few lessons seen, teachers good subject knowledge and high expectations to which pupils respond well. Pupils participate with enthusiasm and work co-operatively in groups sharing instruments etc. Younger Key Stage 2 pupils understand the need to take turn.
126. Progress at both key stages is satisfactory. Pupils can describe how sounds are achieved and how a piece of music makes them feel. Pupils sing from a wide range of songs mostly in tune and many demonstrate the ability to hold a note for a given duration. Early Key Stage 1 pupils learn to memorise new songs quickly. The selection of songs is appropriate both for teaching points and reflects the multi-cultural nature of the school.
127. Key Stage 1 children can use percussion instruments to compose simple phrases to contribute to a whole class piece. They have the opportunity to choose, from a good selection of resources, appropriate instruments to match a given theme and to perform their work to others and to a wider audience.
128. At Key Stage 2 pupils show understanding of many of the elements of music, they know about dynamics, tempo etc in the context of the lesson. Pupils are making good progress in expanding their knowledge of rhythm. Key Stage 2 pupils with musical aptitude have the opportunity to play a string or brass instrument as part of the London Borough of Hillingdon Music Service. Pupils involved in this scheme are working within Key Stage 3.

129. The provision for music shows continuity of progression. Pupils gain confidence using both their voice and instruments in public.
130. English as an additional language and special educational needs make good progress. Resources are of a high standard are well organised and reflect a range of different cultures. The school now needs to look carefully at assessing and monitoring which although in place is underdeveloped. National Curriculum requirements are in place.

## **PHYSICAL EDUCATION**

131. By the end of Key Stage 1 pupils achieve standards in gymnastics in line with those expected of pupils of a similar age. By the end of Key Stage 2, pupils achieve standards in dance and swimming similar to pupils of the same age. Judgements are based on lessons seen in gymnastics and games in Key Stage 1 and in dance and gymnastics and scrutiny of swimming records in Key Stage 2.
132. By the end of Key Stage 1, pupils make good use of the space available in the hall. They show good co-ordination and body control as they move along the apparatus. They plan and perform simple skills safely. They find different ways of travelling with hands and feet along the apparatus. A significant minority successfully devise ways of transferring their body weight from hands to feet such as bunny-jumps along the form. This addresses well a weakness in their performance observed at the last inspection.
133. By the end of Key Stage 2, pupils work successfully individually and in groups as they explore and demonstrate the movement of different characters from a poem. They express the mood of the character well as they respond to the simple percussion accompaniment. Pupils practise and refine their movements for example, altering level and direction to better convey the mood of the character. They understand about the importance of exercise for keeping fit.
134. Pupils have good attitudes to their work. They show a high level of enjoyment and willingly co-operate in pairs or groups. They carry equipment sensibly and safely.
135. There has been good improvement in the provision for physical education. There is a good, new scheme of work which gives clear guidance to teachers' planning and ensures progression in skills as pupils move through the school.
136. The quality of teaching is good in both key stages. Teachers plan their lessons well and have clear targets for what they want the pupils to know, understand and do. Lessons usually proceed at a brisk pace. Most teachers have a secure knowledge of the subject and give pupils suitable challenge in their work. There was particularly effective teaching where, for example, a teacher got groups of pupils to choose the apparatus for their group balance. Pupils are attentive, sustain concentration well and apply much physical effort to their work and many make good progress in lessons. However, time constraints on the subject because of other demands on the curriculum mean pupils do not have additional time to practise and refine their skills so progress overall is only satisfactory. Teachers make good use of equipment to extend pupils' learning. They put suitable emphasis on safety and developing positive attitudes to physical activity and healthy lifestyles. However, too little opportunity is given to help pupils to make simple judgements about their own and others' performances.
137. Pupils with special educational needs, pupils from ethnic minorities and those with English as an additional language make good progress with the support they receive.
138. The subject is well led, through secure subject knowledge. There is good development within the subject through local authority meetings for co-ordinators. The school has a suitable overview of provision with a useful action plan for the current year and a small budget to fund it. Planning is regularly monitored but at present teaching is not.
139. Pupils achieve well in local leagues in netball, football and handball. In addition they have opportunities to participate in judo and multi-cultural dance in Key Stage 2 and country dance

and games skills in Key Stage 1. Pupils in Year 6 have appropriate provision for adventurous activities on their school journey. These activities make good contributions to the overall standards achieved by pupils.

## **RELIGIOUS EDUCATION**

140. There is insufficient evidence to make a judgement about religious education at the end of Key Stage 1. Much of the work in religious education is oral. Religious education is planned alongside personal, health and social education for one hour weekly. This gives less than the five per cent of time normally recommended to teach the agreed syllabus. Pupils are quick to reflect on their current learning about Ramadan and Eid. They discuss fasting and their own response to fasting. The Old Testament story of Joseph and the theme of jealousy within the family is part of the autumn term scheme of work. None of the pupils with whom this theme was discussed could explain any of the story facts and all the pupils confused the Old Testament Joseph with Joseph from the Nativity story. Pupils do understand that there are different religions and religious practices. Pupils did not recognise 'The Bible' as the holy book of Christianity but they do know some facts about the life of Jesus. Pupils have a sense of rules and values. This has been discussed as part of their experience in religious education and all have contributed towards making class rules.
141. At the end of Key Stage 2 the standard attained meets the expectations of the locally agreed syllabus. Pupils have gained adequate knowledge skills and understanding. Although some of the factual base is rather imprecise, pupils have a good understanding of different faith communities. For example, pupils were able to discuss practices in Islam and Judaism as well as in Christianity. They have some confusion over the different holy days, names of holy books and names for places of worship. There was some debate among themselves about which faith kept which holy day, for example. However, they discuss in very mature fashion why they should know about and understand the values and beliefs of faith communities. They also have a very detailed and clear understanding of the purpose behind learning religious education. These pupils have a growing insight into their own learning.
142. The response of pupils is positive. In the one lesson seen pupils were interested in the primary sources they interrogated. Pupils in Key Stage 1 who discussed their learning in religious education were eager to answer questions but found it difficult to articulate their learning. Pupils in Key Stage 2 were very articulate and interested in talking about their knowledge and understanding.
143. Only one lesson of religious education was seen and therefore it is not possible to make an overall judgement on teaching. In the limited work seen, from discussion with pupils and from teachers' plans, it appears that teachers have sufficient subject knowledge to teach the content of the scheme of work. Similarly, there is a satisfactory quality of learning that is supported by teacher knowledge and secure pupil management strategies evident throughout the school.
144. The co-ordinator is new to the post but has rapidly come to terms with the school's strengths and weaknesses. She is eagerly awaiting the imminent publication of the new agreed syllabus so that she can redraft the scheme of work. There are currently no strategies for the assessment of attainment in religious education. The subject manager has a draft strategy that will tie in with the new agreed syllabus. The scheme of work is old. Although it follows the previous and now outdated agreed syllabus, it is repetitious in a number of areas. Some new resources have been purchased to support the work in the classroom and there are plans for additional resources. One of the factors of national initiatives in literacy and numeracy has been the reduction of curriculum time for other subjects. This is identified as one of the reasons why pupils in Key Stage 1 have limited attainment. Professional development time has been allocated to enable whole school consideration of new initiatives.