

INSPECTION REPORT

FELTHAM HILL JUNIOR SCHOOL

Feltham

LEA area: Hounslow

Unique reference number: 102483

Headteacher: Mrs E.Thomas

Reporting inspector: Mrs Christine Huard
27290

Dates of inspection: February 27th - March 2nd 2001.

Inspection number: 234811

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7-11
Gender of pupils:	Mixed
School address:	Ashford Road, Feltham, Middlesex
Postcode:	TW13 4QP
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs D. Howley
Date of previous inspection:	September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
27290	Mrs Christine Huard	Registered inspector	History. Religious education.	What sort of school is it? How high are standards? a)The school's results and achievements. How well are pupils taught?
19798	Mrs Jane O'Keefe	Lay inspector		How high are standards? b.)Pupils' attitudes values and personal development. How well does the school work in partnership with parents?
1503	Mr Terry Browne	Team inspector	Science. Design & technology	
3678	Mrs Jo Harris	Team Inspector	English. Art & design Music	How well does the school care for its pupils?
29844	Mrs Jan Martin	Team Inspector	Geography. Information and communications technology.	How well is the school led and managed?
31421	Ms Sue Rogers	Team inspector	Mathematics. Physical education	How good are the curricular and other opportunities offered to pupils?

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	11
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	13
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	14
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	15
HOW WELL IS THE SCHOOL LED AND MANAGED?	16
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	18
PART C: SCHOOL DATA AND INDICATORS	19
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	23

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Feltham Hill is a larger than average junior school for boys and girls aged 7-11 years. There are 323 pupils on roll and their attainment when they enter the school is broadly average. 70 pupils (22 per cent) are eligible for free school meals, this is above the national average. There are 91 pupils (28 per cent) with special educational needs, 12 of whom (3.7 per cent) have statements of educational needs. This is also above the national average. Pupils mostly live in the immediate area and are from a range of backgrounds. There is a wide cultural mix of pupils in the school. There are 27 pupils with English as an additional language, (8 per cent) of these, only three are at an early stage of learning English. The school suffers from quite a high rate of pupils moving in and out of the school during the school year.

HOW GOOD THE SCHOOL IS

Feltham Hill Junior is a good school. Pupils work hard and have very good attitudes towards their work, which has a significant impact on their achievements during lessons and over time. When pupils leave the school at eleven, their test results show that standards in English and mathematics are above those expected and in science are very high when compared to those achieved by pupils of the same age nationally. However, inspectors found that standards achieved in class work are not quite so high. Standards in mathematics is average and in English and science above average. The quality of teaching is good overall and is very good for the oldest pupils in Year 6. The school meets the needs of most pupils well and has effective strategies to promote inclusion and equal opportunities. The headteacher gives a clear and positive direction to the work of the school and the governors are knowledgeable and appropriately involved. The school provides good value for money.

What the school does well

- The leadership and management of the school are effective in improving provision and raising standards. Finances are used well to support developments.
- Standards are above average in English, science, history and religious education and in some aspects of mathematics and physical education.
- Teaching and learning is good in nearly all classes and often very good in Year 6.
- The school makes good provision for pupils with special educational needs and English as an additional language.
- Pupils have very good attitudes to school and their behaviour, relationships and personal development are also very good.
- The care of pupils while they are in school is very good.

What could be improved

- The quality of teaching in one class is unsatisfactory.
- There are too few opportunities for pupils to conduct practical work of an experimental or problem solving nature in mathematics and science.
- Attendance is well below the national average and is unsatisfactory.
- Although health and safety issues are carefully considered, there are no formal procedures in place for regular risk assessments.

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 September 1997. Since then it has made good progress and successfully addressed most of the key issues. The quality of teaching has improved considerably and this has had a direct impact on standards. Standards have steadily risen year on year at a rate in excess of the trend nationally and higher attaining pupils are generally well challenged. Assessment procedures have been appropriately developed and methods of recording and the use of data to effect improvement, particularly in English and mathematics, is highly effective. The National Curriculum is fully implemented and the improvement in information and communications technology is particularly pronounced. The development of design and technology has only recently been undertaken and good progress is being made, although standards are still below what they should be in Years 5 and 6.

STANDARDS

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

Performance in:	Compared with				<i>Key</i>
	All schools			Similar schools	
	1998	1999	2000	2000	
English	D	B	B	A	well above average A above average B Average C below average D well below average E
Mathematics	D	C	B	A	
Science	C	A	A*	A*	

Last year the school's results in the national tests for 11-year-olds were above average in English and mathematics, and very high in science (in the top five per cent nationally). In comparison with similar schools they were well above average in English and mathematics and very high in science. The school's results over the last four years have steadily improved and the trend overall is well in excess of that shown nationally. Evidence from the inspection shows that standards are generally above average in English and science and broadly average in mathematics although some elements of this subject are above average. The school is likely to meet its targets in English and mathematics for this year, although that for mathematics is not as high as last year's because the group of pupils involved is lower attaining in the subject. Standards are particularly high in some aspects of literacy. Pupils achieve good standards in basic numeracy and accumulate good scientific knowledge. However, they have too few opportunities to work independently and develop the skills they have they been taught by devising experiments and solving problems for themselves.

Standards in history and religious education are above average and pupils follow a full, varied and interesting curriculum. Standards in art, geography, music and physical education are average although some aspects of physical education are good, particularly dance. Information and communications technology has improved greatly since the last inspection and standards are now in line with the average. Standards in design and technology are below average at age 11, because these pupils here have not had the benefit of the efforts now being put into developing the curriculum and raising standards. The standards achieved by pupils in Years 3 and 4 are above average. Pupils overall achievements are good when considered against their attainment on entry to the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are attentive in lessons and concentrate well. They work at a good pace and usually find the work suitably challenging and interesting, particularly in Year 6.
Behaviour, in and out of classrooms	Very good. The only time when less than exemplary behaviour was observed was in the few unsatisfactory lessons when work was not interesting enough and pupils became bored.
Personal development and relationships	Very good. Pupils help around the school and accept responsibilities willingly. The school council allows pupils to contribute to decision making.
Attendance	Attendance is currently unsatisfactory and is well below the national average.

Pupils' attitudes to school and learning are very good and contribute to the success of their learning during lessons and over time. Relationships between pupils and teachers are built on mutual trust and respect and pupils enjoy attending school. Attendance is well below average because families take too many term time holidays.

TEACHING AND LEARNING

Teaching of pupils:	aged 7-11 years
Lessons seen overall	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.

Of the 66 lessons observed, 96% were satisfactory or better, 76% were good or better and 34% were very good. Much of the teaching observed in Year 6 was very good. All the unsatisfactory teaching occurred in one class in Year 5 where there were weaknesses in managing the pupil's behaviour, and the lesson content and work set was not always well organised, and appropriate to the needs of the pupils. Teaching in English, mathematics, information and communications technology, design and technology, history, geography and physical education is good. It is very good in religious education. In science and music it is satisfactory. No lessons were observed in art and therefore no overall judgement can be made.

Lesson introductions are lively and hold the interest of the pupils well. Most teachers manage pupils well. Lesson planning is very good and questions are focused to extend pupils' learning. Basic literacy skills are taught particularly well and pupils receive good teaching in numeracy skills. However in both science and mathematics pupils are given too few opportunities to utilise the skills they have been taught and carry out too little work of a problem solving or investigative nature and this slows their learning. Computers are used effectively to support learning in many subjects. Teachers use assessment information well to help plan future lessons.

The teaching of pupils with special educational needs and English as an additional language is good and the school meets the needs of its pupils effectively.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a broad and very well balanced curriculum which is beginning to take full account of the changes required by Curriculum 2000.
Provision for pupils with special educational needs	Very good. Pupils' work is well matched to their individual learning targets. Pupils are generally well supported in lessons and consequently make good progress.
Provision for pupils with English as an additional language	Good. Work is planned with a specialist teacher who also provides good quality support on an individual or small group basis.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision for moral and social development. Opportunities for spiritual reflection and developing pupils' knowledge of cultural traditions other than their own are good.
How well the school cares for its pupils	Good. The school provides a secure, caring and supportive environment in which its pupils can grow and develop. Staff provide effective support and guidance for pupils

The school has established a good partnership with parents. The literacy and numeracy strategies have been implemented successfully and there is good provision for health and personal education.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher's leadership and management are strong and purposeful. She is well supported by her senior management team. There is a strong spirit of teamwork and commitment among staff.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities efficiently. They are effectively involved in the school and support its development. They question sensibly what it does and have a good awareness of the school's strengths and weaknesses.
The school's evaluation of its performance	The school analyses its results, teaching and curriculum well and takes action to improve. It consults widely on its further development. The written improvement plan is a good quality working document, outlining current priorities well and communicating the long-term vision.
The strategic use of resources	Very good overall. Funds are directed to priority areas and their use is controlled and monitored well.

The headteacher provides effective leadership in maintaining the commitment to the raising standards and the school's progress towards its development priorities. She is well supported by a knowledgeable governing body that has a good appreciation of the needs of the school. The principles of best value are applied appropriately.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Behaviour is very good and their children know right from wrong. • The teaching is very good and enables their children to make good progress. • The staff are very approachable and deal with concerns effectively. • The school has high expectations of the pupils. 	<ul style="list-style-type: none"> • Some parents thought there was too much homework. Others thought there was too little. • Parents feel they receive too little information about the progress their children make.

The inspection team endorses the parents' positive views. The amount of homework set is appropriate for pupils in each class and inspectors feel parents' concerns are unfounded. Although the school holds five consultation meetings a year the quality of the written annual report on each child is poor and contains too little information about the progress made by the pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 The results of the tests for 11-year-olds in 2000 indicate that standards are above the national average in English and mathematics and very high in science. The pupils achieved standards which were very high in science and well above average in English and mathematics when compared to those obtained by pupils in similar schools. Pupils are making good progress overall when these results are compared with their attainment on entry to the school.
- 2 Standards have improved significantly in English, mathematics and science since the last inspection. The trend in test results over the last four years has been steadily upwards on a year-by year basis, in excess of the trend shown nationally.
- 3 Evidence from the inspection shows that standards in English and science are generally above average and those in mathematics are average. The implementation of both the numeracy and literacy strategies are having a positive impact on standards in English and mathematics and the school's challenging targets for both subjects were met last year. The targets for this year are appropriately challenging and the school has recently revised these to more accurately reflect the ability of the pupils in the current Year 6. The school is likely to achieve the targets it has set for itself, because of the high standards of teaching in the classes concerned.
- 4 Standards in English are good. Because of the good teaching of word skills, pupils use of grammar in their writing is particularly good and they use a wide range of vocabulary appropriately. Spelling is usually accurate and they show they are able scan in order to make deductions, draw inferences and logically argue a point of view in their writing. The pupils are taught in sets for mathematics and this is having a positive impact because it means that work is more closely matched to individual need. Pupils' number skills are generally well developed and most pupils in Year 6 work confidently and competently with numbers up to and beyond 1000. However, there are only limited opportunities to engage in problem solving activities and their investigative work in mathematics is generally under-developed. The main strengths in science are in pupils' knowledge and understanding of science. Pupils remember facts well and can explain ideas. However, pupils' skills of scientific enquiry are not as well developed, and they have too few opportunities to devise their own experiments, particularly lower down the school. Pupils organise their recording and written work well and present work in a number of ways incorporating well-labelled diagrams, tables and graphs.
- 5 Test results show that boys perform better than girls in mathematics and science but girls achieve better in English. It was not possible to detect any discernible difference in achievement between girls and boys either in lessons or in the quality of work they have produced over the year. There was no incidence of any one gender group being given more attention than the other during the inspection.
- 6 Standards in information technology have significantly improved since the last inspection and are now broadly in line with the average at age 11. Since September, great efforts have been made by the school to improve standards in design and technology. These show signs of being very successful and standards in the lower part of the school are at generally above average. However, standards achieved by pupils aged 11 are still below average because they have not been taught enough in the past, mainly due to the national emphasis on literacy and numeracy. Standards in history and religious education are above average, those in art, geography, music and physical education are average although some aspects of physical education, particularly dance, are good.

- 7 Standards overall are improving and pupils' learning is more effective because of the improvements in the quality of teaching. Teachers have high expectations of their pupils and the quality of learning in lessons is good. Pupils with special educational needs make good progress towards their targets during lessons, especially when they receive additional support. Standards achieved by pupils with statements of special educational need are good and their work is well targeted in accordance with the requirements of their statements. The achievement of pupils with English as an additional language is good. Results in the school are analysed by ethnic origin, with no significant difference in achievement being obvious.

Pupils' attitudes, values and personal development

- 8 Throughout the school the pupils' attitudes to learning, relationships, behaviour and their personal development are very good and show an overall improvement since the previous inspection.
- 9 Pupils have very good attitudes to learning and are well motivated. They enjoy coming to school. Positive attitudes are encouraged and there is an orderly and calm atmosphere at most times in the school that promotes learning. During lessons the pupils are keen to answer questions and listen carefully to the responses of others. The pupils work well together and individually and are able to concentrate for long periods. They show an interest in their work and talk enthusiastically about it. They are polite, friendly and show a willingness to apply themselves to whatever task is presented to them.
- 10 Behaviour in lessons, and around the school is very good. School rules are well defined and are readily accepted by all the pupils who demonstrate a high level of self-discipline, in line with the aims of the school, and show respect at all times. They are polite, courteous and generally trustworthy. Lunchtimes are well managed and orderly. In the play ground play is lively but not aggressive and pupils are caring and supportive of each other. No instances of bullying were observed during the inspection and parents do not see it as a problem. There have been no recent instances of the school having to exclude pupils either permanently or for a fixed term.
- 11 Relationships are very good, both among pupils and between pupils and adults. All the pupils, whatever their background, sex, ability or age, mix well together at playtimes and lunchtimes. The pupils respect the values and beliefs of others and this is apparent in the way they relate to each other both in lessons and elsewhere. Older pupils readily take responsibility for those less able than themselves or those needing help and support. When pupils are given the opportunity they work well together in pairs and small groups treating each other with kindness and respect. There is very good provision for the pupils' personal development. They respond well to opportunities to take responsibility and show initiative. The school council has elected representatives from each class who are confident and mature and value their responsibilities. They provide good support for the work of the school by regularly organising charity fundraising events as well as bringing pupils' concerns to the attention of the headteacher. Pupils undertake their classroom and school responsibilities conscientiously and with enthusiasm.
- 12 Attendance levels have deteriorated since the previous inspection and are well below the national average. The number of unauthorised absences are broadly the same as national figures with high levels of authorised absence. This is largely due to the significant number of family holidays taken in term time which the school currently authorises. Registers are taken promptly and efficiently at the start of each session and there is little incidence of lateness.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

- 13 The quality of teaching is good overall. Teaching was at least satisfactory in 96 per cent of the lessons observed. In 76 per cent it was good or better and in 34 per cent it was very good. Teaching was less than satisfactory in 4 per cent of lessons. This represents a significant improvement in the quality of teaching

since the previous inspection. There is a significant proportion of unsatisfactory teaching in one class in Year 5. This is having a negative impact on the progress pupils make in this class. Teaching in Year 6 is particularly good and enables pupils to learn very effectively.

- 14 Literacy skills are taught well. Work is well matched to the differing needs of pupils within the class. Clearly defined learning intentions are shared with the pupils at the start of every lesson. The teaching of reading is good and leads to pupils making good progress in their learning by providing a widening range of literature and by the teaching of specific skills which enables pupils to tackle unfamiliar vocabulary confidently. Teaching of writing skills is thorough and pupils practise their skills in appropriate written tasks. Teaching of numeracy skills is sound. Regular mental mathematics at the start of each numeracy session is used effectively as a 'warm -up session' and has helped improve the pupils' recall of number facts. However, there are too few opportunities for pupils to develop their thought processes and apply the skills they have learned in practical and problem solving situations.
- 15 No lessons were observed in art and no overall judgements can be made as to the quality of teaching although from the observation of pupils' work it would appear to be at least satisfactory. The overall quality of teaching in the few lessons observed in history, geography, and religious education information was of at least satisfactory standard and all that observed in religious education was very good. In music all the teaching was satisfactory and some of it was very good enabling the pupils to learn effectively. Teaching of physical education was good overall and the prowess of the pupils shows that they have developed good skills and cover an appropriate curriculum. Examples of good teaching were seen in all classes except one.
- 16 The teaching of pupils with special educational needs is good. Teachers and support staff provide a good level of support for these pupils, and consequently the pupils make a good rate of progress in their learning. The targets set are appropriately challenging and teachers can work towards them within a normal classroom setting. The targets are practical, clear and easy for staff, parents and pupils to understand. They are regularly and effectively reviewed and amended on a regular basis. Children with English as an additional language are well taught using a comprehensive induction programme. They generally make good progress to achieve results in line with their ability. Good specialist support from a local authority teacher is available and this teacher liaises well with the school staff, providing appropriate resources and advising on teaching methods.
- 17 There are a number of contributory factors to the good quality teaching and learning:
 - Lesson planning is clear with learning objectives set out very clearly and shared with all pupils at the start of each lesson. These are revised at the end of the lesson when outcomes are assessed by all pupils and recorded by them.
 - The teachers know their pupils well and have very good knowledge of their attainment levels because of the effective assessment systems in the school. This means that for most of the time, tasks are planned which are challenging and individualised to meet the needs of each child within the overall context of the lesson.
 - Teachers have high expectations of what the pupils can achieve and expectations of behaviour are also high. When pupils are working there is a business like atmosphere where they are attuned to producing the best work they can.
 - Teachers' questioning is of high quality and sharply focused so that they can effectively assess whether pupils have understood new learning or not. For example in literacy, Year 6 pupils were discussing the ways in which a poem was effective, they discussed the language used and drew inferences, voiced opinions and justified their answers convincingly.
 - Teachers move around the room and ensure that they work with as many pupils as possible.
 - Relationships are strong and teachers' management techniques no longer show the harshness which was recorded during the previous inspection. This high quality individual attention ensures that all pupils receive the maximum benefit from the lesson.

- 18 All of the unsatisfactory teaching was in one class in Year 5. There are a number of identified weaknesses within this teaching:
- Planning was good, but it was not always adhered to. For example, a science lesson designed to explore the phases of the moon became too involved and complicated for the pupils to understand.
 - The delivery of lessons was unenthusiastic, consequently pupils were not motivated and they made unsatisfactory progress.
 - Classroom management was poor. The teacher showed few strategies for dealing with any mildly disruptive behaviour and pupils who behaved well with other staff became inattentive and disobedient.
- 19 Learning support assistants work in close association with the class teachers and are fully informed and involved in the process of support. This helps to maintain a consistent and effective approach, which makes an important contribution to the provision for all pupils particularly those with special needs.

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

- 20 The school offers a curriculum that is broad and relevant and meets statutory requirements. Times allocated to each subject have been revised to ensure an appropriate balance and policies have been updated following the introduction of Curriculum 2000. Planning is appropriately based on the numeracy and literacy strategies and nationally recognised schemes of work for all subjects, except for religious education, which follows the locally agreed syllabus.
- 21 The teachers have clearly worked hard to implement the new curriculum and planning is comprehensive. The literacy and numeracy strategies are well implemented and effectively taught. The relevant elements are firmly embedded in planning and the accompanying guidance well utilised. The school has made good progress in adopting these initiatives. Cross-curricular links are good. Opportunities are well made for including literacy across the curriculum but the opportunities to develop numeracy skills, particularly in relation to real life problem solving, are too limited at present.
- 22 The provision for information communication technology has been considerably improved since the last inspection and is now good. Design and technology has been accorded more time, however because work began only relatively recently there has been little impact on standards in the top of the school. Personal, social and health education has been expanded well to take into account the optional scheme of work for citizenship and to include a good drugs awareness programme. Good co-ordinator action plans underpin future developments in all areas. Policies and planning do not yet take account of all the key skills element of the statutory guidance. Elements of these skills, such as communication and use of information technology, are embedded in school practice. However, other aspects of the key skills, such as the important area of thinking skills, have not been sufficiently addressed.
- 23 Every effort is made to ensure all pupils have access to the whole curriculum. Pupils with special educational needs are generally well supported and provision for those with English as an additional language is good. Results indicate no significant differences in achievement by gender and there is a good equal opportunities policy.
- 23 The staff go to a great deal of trouble to ensure the curriculum is enriched by offering a wide variety of clubs. Interest is so great that a booking system has had to be introduced in order that more pupils can take part. There is an annual residential visit to the Isle of Wight with work integrated into the programme of study. Good use is also made of the local community. There is a varied programme of visits made in the locality, including trips to the local church and to the library. Visitors to the school have covered the range of the curriculum and include, for example, a recent visit by African musicians.

- 24 Governors are involved both directly by assisting with visits and in running clubs and indirectly by monitoring policy through twice termly meetings of the curriculum committee. The headteacher does a good job in monitoring curriculum planning and the implementation of the curriculum. Overall there has been a very good improvement in the curriculum since the last inspection.
- 25 The overall provision for spiritual, moral social and cultural education in the school is very good. The provision for pupils' spiritual development is good with the regular assemblies providing time for reflection on the themes presented. Assemblies are pertinent and relevant, for example, relating to the beginning of lent which started at the same time as the inspection. They include presentations of the pupils' own work such as songs they may have composed themselves. Assemblies include a time for reflection and the saying of a prayer. Throughout the day pupils are asked to consider and reflect on what they are doing in class. They are encouraged to consider the feelings and thoughts of others, and reflect on the values, opinions and beliefs held by other societies and groups.
- 26 The moral provision is very good, being an integral part of the ethos of the school. It forms a central thread in all the school's work. Good behaviour and mutual respect are central to the school's work. The pupils know what is expected of them in a school with high standards of behaviour. Rules are formulated and agreed by pupils in each class and pupils know right from wrong and the vast majority act accordingly.
- 27 Social provision is very good. There is a wide variety of experiences for the vast majority to develop an awareness of how to relate to people in different circumstances. These range from educational visits to teamwork such as participating in a sporting event. Pupils organise their own charity fund raising events, the school council is active and has a very real role to play in voicing pupils' concerns to the headteacher and governors.
- 28 The provision for pupils' cultural provision is good. This is provided through a range of visits and visitors to the school. For example, A group of musicians visited the school, working with the pupils and allowing them to experiment with their instruments. The pupils' spiritual and cultural experiences were widened when they studied Aboriginal art, and they gained a basic understanding of the significance of some of the symbols used. Many pupils have the opportunities to learn instruments. There is a planned approach to increase the pupils' awareness of the multicultural nature of society in Britain, and this has a positive impact on their knowledge and understanding.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 29 This is a caring school where staff get to know pupils and their families well and its provision for the welfare, health and safety of its pupils is good. It enhances the quality of education that is provided by the school and has a positive impact on attainment and progress. The school provides a caring and supportive environment in which the pupils feel happy, secure and able to concentrate on their learning.
- 30 The school's welfare assistant provides exceptional support to those pupils who are feeling unwell, require first aid or just someone to talk to. There is a very thorough system of recording both behaviour and health issues for each pupil which is an invaluable help to staff in ensuring the well being of all pupils. Mid-day supervisory staff are well trained, conscientious and relate well to the pupils.
- 31 The school has effective measures in place for dealing with child protection issues. The headteacher is the designated person and all staff have received appropriate training. The measures that are in place for monitoring and promoting good behaviour and eliminating oppressive behaviour are very good. At their heart is recognition of the importance of being sensitive to the needs of the pupils as individuals. The school's rewards and sanctions policy, which is well understood and accepted by the pupils, is consistently implemented.

- 32 Arrangements for supporting pupils who are learning English as an additional language and those pupils with special educational needs are well organised. The extra support and guidance and appropriate links with external agencies have a positive impact on the attainment and progress of those involved.
- 33 The school's arrangements for the monitoring and supporting of pupils' personal development are good. A comprehensive range of both formal and informal procedures is used to track the development of the pupils. Good use is made of the information that is assembled to ensure that the personal needs of each individual are met. Drug and sex education are appropriately taught and there is a comprehensive programme of personal, social and health education that is very well organised throughout the school. The pupils are helped to be increasingly independent, self-confident and knowledgeable about themselves and to understand what constitutes healthy and safe living. There is clear evidence of the success of the school's arrangements, with the pupils growing in confidence and maturity as they progress through their school life.
- 34 The school has worked hard to promote the importance of good attendance to parents through regular reminders in newsletters and at meetings. The school telephones pupils' homes daily if no explanations for absence have been received. However, the monitoring of all pupils' attendance is not thorough enough and does not include procedures to identify any developing patterns of non-attendance in order that they can be quickly dealt with.
- 35 A comprehensive health and safety policy is in place with separate arrangements for subject areas such as physical education and design and technology. The school has a hard working and enthusiastic caretaker who deals with any health and safety concerns on a daily basis as well as ensuring that the premises are clean and well maintained. Termly safety checks are carried out by the premises committee and specific risk assessments are carried out prior to any educational visits. Formal risk assessments of the whole school are not taking place and the school has no formal procedures in place by which it records health and safety concerns which is unsatisfactory.
- 36 A key issue from the previous inspection was to develop a shared understanding of assessment, with improved techniques for assessing pupils' knowledge and understanding and ensuring the results informed future planning. This issue has been addressed successfully. The school now has very good systems and procedures for assessing pupils' attainment and monitoring their academic progress in reading, writing and mathematics. A wide range of standardised tests as well as teacher assessments are systematically recorded on tracking sheets and analysed in order to set group targets and predict future attainment. Individual pupil targets are set for reading, writing and mathematics, with the most successful being those expressed in language easily understood by the pupil.
- 37 For all other subjects, good features of formative assessment include detailed marking of pupils' written work, which includes reference to the learning intention and points for improvement. Planning sheets are annotated to show those pupils who have exceeded the learning intention and need extension activities and those who require further support. These very good strategies enable teachers to plan appropriately in the light of assessment evidence. Pupils are encouraged to evaluate their own learning against the learning intentions, which are shared with them at the beginning of every lesson. However, there is insufficient attention being given to assessing pupils' speaking and listening skills, or scientific enquiry. Similarly there are few examples of annotated portfolios of work, showing assessed levels in different subjects.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 38 The school benefits from good links with its parents. Relationships are fostered well as soon as pupils enter the school. Parents find staff friendly and approachable and always keen to sort out any problems quickly. The response to the pre-inspection parental survey was overwhelmingly positive with no significant

negative views except for a small number of parents with concerns about the school's homework policy and the information received on pupils' progress.

- 39 Parents receive useful information in the form of newsletters and termly consultation meetings. Parents receive very good curriculum information at the beginning of the school year giving details of work that will be covered in all areas. Parents of pupils with special educational needs are well supported and kept well informed about their children's progress.
- 40 Pupils' annual reports are issued in the summer term. These are difficult to follow and do not give parents sufficient information on how their children are progressing nor any targets they should seek to achieve in areas of their work.
- 41 A small but dedicated group of parents provide much appreciated and useful help regularly in the classes. The Friends Association works very hard to provide regular fundraising and social events for parents and staff. Events such as the meeting to discuss the governors' annual report to parents are generally well attended.
- 42 The home school agreement is in place and has been signed by nearly the all parents. Parents provide valuable support for their children at home by contributing to homework books, reading logs as well as hearing them read.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 43 The headteacher and the governors provide strong and effective leadership, which despite staff changes, has ensured that the school retains a positive ethos and has clear direction for continuous improvement. Raising pupils' attainment is central to development planning and the focus on this since the previous inspection has ensured that standards at the end of the key stage have risen from below to above national expectations. This represents good progress in raising attainment and reflects the strong leadership which has continued since the previous inspection.
- 44 The newly appointed headteacher is ensuring that the school's aim of success for all is a commitment understood and supported by the whole school community. She provides clear and purposeful leadership and has high expectations for the quality of teaching and learning. She ensures that those expectations are shared by the whole staff and has introduced good structures to support the management of monitoring and evaluation. She has successfully introduced Performance Management and a range of strategies including a very detailed staff handbook are in place to support the staff. The acting deputy headteacher is providing good support and has helped to ensure good levels of communication through the recent staff changes.
- 45 Several co-ordinators are new to their posts and have received good induction. All co-ordinators are enthusiastic, well organised and work hard to support each other and develop their areas of responsibility. The strong school improvement plan and subject action plans have ensured that priorities have been identified and planned developments take place. The staff responsible for English and mathematics have been very successful in guiding staff through the development of the national strategies to strengthen teaching and learning in literacy and numeracy. Provision for pupils with special educational needs is good.
- 46 Monitoring the work of the school of the school is well planned and effective and the detailed plan ensure that all staff and governors are aware of the process and can contribute to it. The headteacher regularly observes teaching and learning in all classes and provides verbal and written feedback. Where weaknesses are found targets are agreed, support is provided and progress towards the targets is monitored. Recent monitoring has focussed on planning for gifted and talented pupils and the criteria for observation shared with staff in advance. Results of national tests are very carefully analysed by co-ordinators and plans are

put in place to improve performance. Co-ordinators monitor planning very thoroughly but have yet to become actively involved in observing teaching and learning in classes.

- 47 The governing body fulfils in statutory responsibilities effectively and makes a good contribution to the work of the school. Many governors have undertaken training and bring a range of expertise and experience to their role. As a newly formed governing body they have established good relationships with the school management and staff and have set up an effective structure of committees to manage their work. Regular monitoring of the work of the school takes place, for instance, the recent spending decisions on areas such as Information Technology are being carefully monitored to ensure they have a positive impact on standards of teaching and learning. Governors are very knowledgeable about the school and are kept well informed through formal and informal channels.
- 48 School development planning is good and is developed through consultation with the whole school community. There is a detailed annual plan with a three year longer term plan in outline. Important priorities are clear and are focussed on raising attainment. The school has a rigorous system for setting targets and has been very successful in meeting and exceeding previous targets for the end of Key Stage 2 attainment. Most success criteria are clear and enable the school to measure progress in relation to pupils' progress. The headteacher regularly reviews plans with subject leaders and reports are passed to governors. The progress of pupils in the core subjects is well tracked but the school is not yet using information technology fully to support this process.
- 49 Educational priorities are very well supported through good financial planning. Appropriate attention has been paid to national initiatives and good use is made of the associated funding. A new technology system has been recently introduced to support school management and administration but this yet to be fully implemented. The headteacher, governors and administrative officer are revising the presentation of the budget to help the information become more accessible to all. The principles of best value have been consistently applied when obtaining tenders for goods and services.
- 50 The school is well staffed with teachers appropriately trained for their roles and a relatively low teacher to pupil ratio has been maintained. Job descriptions are clearly written and a useful staff handbook gives good guidance on school procedures. Several staff have joined the school recently and the school has a good induction policy. The shadowing role for curriculum co-ordinators has helped to ensure continuity of management of curriculum areas. Newly qualified teachers are receiving good support from their induction tutors and their entry profiles are very detailed with clear targets. Some in-service training has also been delivered. Support staff are well trained and most have achieved first aid certification.
- 51 The accommodation is spacious and well used. It benefits from having a large hall, separate dining rooms and spacious playground and fields. The recently constructed wildlife garden has been thoughtfully designed to encourage wildlife and plants and, as it matures, should further enhance the curriculum for pupils. The lack of water in the demountable buildings for Year 6 pupils is an unresolved problem from the previous inspection and inhibits the teaching of art and science.
- 52 Overall learning resource provision has improved since the previous inspection. There has been a high level of investment in learning resources in recent times. Expenditure has been well targeted and resources are now good for many subjects including English, history, information and communication technology and religious education. The library stock has recently been enhanced by the purchase of a range of good quality non-fiction materials. Useful local authority support materials for pupils who are learning English as an additional language are available. Bilingual reading matter is provided for both children and parents.
- 53 At the last inspection leadership and management were judged to be good and this has been successfully maintained. The school has effectively addressed nearly all the key issues from the last inspection in full and performance in national tests has improved considerably. The school, through continuing effective

leadership with strong contributions from the staff and governors has a good capacity for further improvement

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

54 Feltham Hill Junior school is providing its pupils with a good education, However, in order to raise standards still further the governors, headteacher and staff should:

- (1) Take steps to improve the unsatisfactory teaching by providing appropriate support and training.
(Paragraphs: 13,18,60,74,97.)
- (2) Further develop the independent learning skills of the pupils by:
Improving the curriculum, particularly in science and mathematics, by providing more opportunities for pupils to participate in independent problem solving and investigative work.
(Paragraphs: 4,14,21,65,67,72.)
Further developing the 'thinking skills' of pupils as defined in the Curriculum 2000 documentation.
(Paragraph:22)
- (3) Introduce further measures to improve attendance by:
Developing and implementing a policy to ensure that holidays in term time are more closely regulated and monitored by the school.
(Paragraphs:12, 34.)
Encouraging parents to take more responsibility for the attendance of their children.
(Paragraphs: 12, 34.)
- (4) Formalise risk-assessment procedures in line with statutory requirements.
(Paragraph: 35.)

As well as these issues the governors, headteacher and staff should also consider:

- (5) Developing a more useful and informative format for the school's report to parents on their children's progress.
(Paragraph: 40.)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	66
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	34	42	20	4	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	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	323
Number of full-time pupils known to be eligible for free school meals	N/A	70

FTE means full-time equivalent.

Special educational needs	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	N/A	12
Number of pupils on the school's special educational needs register	N/A	91

English as an additional language	No of pupils
Number of pupils with English as an additional language	27

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	27

Attendance

Authorised absence

	%
School data	6.6
National comparative data	4.3

Unauthorised absence

	%
School data	0.1
National comparative data	0.3

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	42	39	81

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	32	39
	Girls	34	30	37
	Total	62	62	76
Percentage of pupils at NC level 4 or above	School	77 (80)	77 (70)	94 (91)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	28	29
	Girls	28	26	31
	Total	50	54	60
Percentage of pupils at NC level 4 or above	School	62 (66)	67 (65)	74 (79)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	3
Black – other	1
Indian	6
Pakistani	5
Bangladeshi	
Chinese	4
White	292
Any other minority ethnic group	10

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	10	
Other minority ethnic groups		

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: Y3 – Y6

Total number of qualified teachers (FTE)	15.55
Number of pupils per qualified teacher	21
Average class size	27

Education support staff: Y3 – Y6

Total number of education support staff	11
Total aggregate hours worked per week	134.5

Financial information

Financial year	1999/2000
	£
Total income	649806.00
Total expenditure	644705.00
Expenditure per pupil	2066
Balance brought forward from previous year	60698
Balance carried forward to next year	65799

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	323
Number of questionnaires returned	71

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	36	4	0	0
My child is making good progress in school.	50	45	3	1	1
Behaviour in the school is good.	50	48	1	0	1
My child gets the right amount of work to do at home.	38	37	21	4	0
The teaching is good.	45	51	3	0	1
I am kept well informed about how my child is getting on.	30	50	20	0	0
I would feel comfortable about approaching the school with questions or a problem.	54	41	5	0	0
The school expects my child to work hard and achieve his or her best.	52	44	4	0	0
The school works closely with parents.	32	48	15	0	5
The school is well led and managed.	38	44	10	0	8
The school is helping my child become mature and responsible.	32	58	7	0	3
The school provides an interesting range of activities outside lessons.	38	46	8	1	7

Other issues raised by parents

No other issues were raised by parents.

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

ENGLISH

- 55 Results of the year 2000 national assessments for eleven-year-olds were above the national average, and well above the average when compared with similar schools. The results show a marked improvement over the past two years as prior to this they were below the national average. There is no significant difference in the results of boys and girls. Attainment on entry to the school is close to the national average. Although there is a wide range of ability, overall attainment of pupils currently in Year 6 is above average, which is an improvement since the last inspection. Pupils make good progress and achieve well through the school. They are enthusiastic and keen to learn, participating willingly in discussions and settling well to written activities.
- 56 Pupils listen attentively in lessons, both to their teacher and to other pupils. For example, in a very good Year 6 circle time, pupils listened carefully as others chose to share their experiences of being excluded. The teacher provided a very good role model to the class with her sympathetic and caring response to each pupil's memory, and some pupils gave reassurance to their friends. Pupils' listening skills are above average. Many pupils speak confidently, have a wide vocabulary and are keen to participate in discussions. A number find expressing their ideas and opinions more difficult and do not use standard English. Standards of speaking are average. Many opportunities are provided for pupils to engage in speaking and listening activities across the whole curriculum, as a class, in groups or pairs. For example, in a Year 4 geography lesson, groups of pupils were town planners and gave reasons for siting services in certain places in their plan. Year 6 pupils work very co-operatively in groups to compose lyrics for a song. They also enjoy discussing the possible answers to many questions raised in a poem studied in their literacy lessons. Role play activities also enhance the pupils' speaking and listening skills, such as the courtroom scene acted out in Year 6. Teachers emphasise the development of 'technical' vocabulary in all subjects. For example, in a Year 3 physical education lesson, pupils had cards with words identifying different types of movement, Year 4 have many words associated with their mathematics topic displayed in their room, and Year 5 were taught the vocabulary associated with their work on graphs.
- 57 Pupils enjoy reading and standards are just above average. Older, higher attaining pupils are fluent, expressive readers who talk about their favourite authors and justify their choices quite confidently. Lower attaining pupils are less fluent, but often have the phonic knowledge to enable them to read unknown words. Pupils use non-fiction and the internet for research purposes. For example, Year 3 pupils found out information about Ancient Egypt to create their fact sheets. Pupils enjoy group reading regularly in all classes, and with adult support, they discuss the author's style and use of language. Home support with reading has a positive impact on standards. Pupils experience a wide range of literature as they follow the National Literacy Strategy. Each class has a book area and while some are stimulating, with book reviews and a particular focus to engage pupils' interest, others are less so, with books remaining in crates.
- 58 The standard of writing is above average. It was identified as an area requiring improvement and subsequent action is proving successful. A wide range of writing is undertaken throughout the school. For example, pupils in Year 3 understand the characteristics of instructional writing, such as using sub headings and numbered steps with verbs in the present tense for each step. In a very good lesson, they wrote clear instructions for making a delicious ice cream sundae! Year 4 pupils' newspaper reports tell of the sighting of a strange flying creature follow their study of 'The Iron Man'. Their current work on different styles of poetry culminated in pupils writing a number poem very successfully, with a rhyming pattern sustained through several verses. Year 5 have written for different purposes, for example they composed a letter to the Council expressing their opinions about a proposed by-pass, and a column as though by an 'agony aunt', with the problem and response. Their current work on myths gave another purpose when they edited work

to ensure it was at an appropriate level for younger pupils. Year 6 have written some very evocative figurative poems, with good use of similes. Writing in other subjects supports pupils' developing literacy skills very well. For example, in history, newspaper reports by Year 6 pupils about the bombing of an Oxford Street store in the second world war are of a very high standard, and in geography, they wrote letters requesting information about a French town. Pupils are taught to plan, draft and edit their work.

- 59 Following the National Literacy Strategy is proving helpful in ensuring the pupils learn punctuation and grammar in a structured, systematic way. Many pupils use a neat, joined style of handwriting, but there is still evidence of some poorly presented work, as at the time of the last inspection. Regular spelling practice is very beneficial. Pupils use computers confidently to word process some of their work or to reinforce the learning objectives through targeted exercises.
- 60 The quality of teaching observed during the inspection was good overall, with much that was very good and a little that was unsatisfactory. This is an improvement since the last inspection when teaching was satisfactory overall. Very good planning with suitable work for pupils of differing abilities, a lively pace and very good relationships are some of the features of the very good teaching. For example, high expectations of behaviour, good humour, effective reinforcement of previous learning and careful discussion of cultural issues enabled Year 4 pupils to make very good progress as they studied a poem from Trinidad. Very good teaching was seen in two Year 6 classes as the pupils studied the poem 'What has happened to Lulu?' High quality questioning enabled pupils of all abilities to give inferential and evaluative responses, with reference to the text to justify their ideas. Where the teaching was unsatisfactory, the delivery lacked enthusiasm and closed questioning, poor use of the overhead projector and lack of links between the parts of the lesson led to a lack of motivation and unsatisfactory progress by the pupils. Where the teaching was at least satisfactory, but had weaknesses, too long was taken with the whole class oral activities, resulting in insufficient time for independent writing and the plenary did not provide sufficient opportunities to reinforce the learning intentions.
- 61 Learning assistants provide very good support for pupils with special educational needs, ensuring they understand the work being undertaken by the whole class and encouraging their participation. Very good additional literacy support sessions are provided for younger pupils who are enthusiastic and gaining in confidence. Pupils are set individual targets for reading and writing, which is good practice. The most effective are those in the pupils' own language and relate to specific aspects of work, rather generic targets in technical language. The quality of most teachers' marking of pupils' written work is very good, with reference to the learning intention and giving points for improvement.
- 62 The National Literacy Strategy is established successfully through the school. There is a good supply of books in the classrooms and the recently refurbished library, but at present the latter is underused. Very detailed assessments are made and records kept of pupils' progress in reading and writing, but not for pupils' developing speaking and listening skills. The subject is very well led by an enthusiastic and knowledgeable co-ordinator. Planning is carefully monitored, and samples of unaided writing have been analysed to draw out areas for improvement. However, no opportunities for lesson observations have yet been provided for the co-ordinator, though these have been undertaken by the headteacher.

MATHEMATICS

- 63 Results of national tests in the summer of 2000 show that at the age of 11, pupils achieve above average standards in mathematics when compared with all schools nationally and well above average standards in comparison to those in similar circumstances. The evidence of the inspection shows that pupils in the current Year 6 attain the standards expected for their age in number and all other areas of mathematics. School prediction, lesson observations and an examination of pupils' work show there is likely to be a decrease in the proportion of pupils attaining above average standards in this summer's assessment tests. The general trend in results demonstrates a substantial improvement since the last inspection in 1996.

- 64 Pupils with special educational needs are well supported and make good progress, as do all pupils in lower attaining sets. Standards in these lower sets move gradually from being well below average expectation in the lower junior classes to being almost in line with expectation in the upper juniors, demonstrating the value added by the school. The standards of work achieved by pupils in the other sets also show good progress although there are fewer pupils achieving above average levels in the top set in Year 6 than last year. There are no significant differences in the performance of boys and girls.
- 65 By the age of 11 pupils are proficient in mental calculations. They perform operations with five digit numbers, understand fractions as well as percentages, probability and ratio. They work with data, from which pupils construct pie charts and graphs. Pupils calculate areas of compound rectangles using formulae. They can use calculators appropriately when operating with large numbers and estimate and check their work sensibly. However, there are too few opportunities for pupils to put the skills they have learned into practice through work involving problem solving and open-ended investigation.
- 66 Pupil attitudes to mathematics are very good. They work well independently and the exercise books are neat and well presented. Co-operative work is inconsistently planned for across the school, but in some lessons it is encouraged, to good effect.
- 67 The quality of teaching and learning throughout the school is good overall. It is occasionally very good. Setting of pupils is effectively used to support planning and enhance progress. Consolidation of learning through clear explanation and instruction was a strength of most lessons seen. In the best lessons, teacher enthusiasm and a good pace were linked with effective questioning and tasks designed to promote co-operation and mathematical thinking. This was evident, for example, in a very successful lesson where pupils learned fractions through practical activities based on paper folding. In a few other lessons progress was satisfactory but teachers were not always aware of the quality of pupil learning during individual work, and used insufficient open-ended questioning. There was too little encouragement for pupils to use their own methods to solve problems and formulae, such as those used to calculate the area of plane shapes, were, for example, given to pupils without explanation.
- 68 The teachers are very secure with the operation of the numeracy strategy, which is implemented successfully. Learning intentions are made very explicit and are usually reviewed well in the plenary. There is less evidence of application of number across the curriculum. Obvious links such as reference to co-ordinates in geography are made, but more opportunity could be taken to address real life issues, making use of mathematics. Data handling is not a common feature of current science work for instance. Mathematical vocabulary is well used and is reinforced in mathematical display throughout the school.
- 69 Information and communications technology is planned for in most mathematics lessons and the work is appropriately linked to the lesson topic, though not always as well matched to pupils' abilities. Teachers do not always ensure pupils operate at the right level and understand instructions.
- 70 Planning is very good, with tasks provided which are appropriate to pupils' individual needs.. Assessment is of a correspondingly high standard and there is a rigorous testing system using a range of non statutory and commercial materials. Results are comprehensively analysed to identify weaknesses in teaching and to set individual pupil targets. Day to day assessment is used effectively to inform planning. Marking in Year 6 is especially noteworthy with pupils receiving comprehensive and specific information on how to improve. An individual target setting system shared with pupils is also being developed and, when more systematically applied, will be of benefit in giving further feedback to individuals in order to improve progress.
- 71 The subject co-ordinator monitors thoroughly by regular inspections of pupils' work, whilst classroom observation is carried out by the headteacher. The co-ordinator supports colleagues effectively and ensures the quality of resources and the mathematics policy is up to date and clear. The school has made good progress in improving standards in mathematics since the last inspection.

SCIENCE

- 72 Overall, pupils achieve well in science and standards have improved since the last inspection. In the 2000 national tests, the science results were very high when compared both with all schools nationally and with similar schools. Impressively, over two-thirds of the Year 6 pupils achieved the higher level 5 in the 2000 test. The standards of work seen in lessons and in exercise books were above those expected for pupils' ages. The main strengths are in pupils' knowledge and understanding of science. They remember facts and can explain ideas. For example, Year 3 pupils learnt about the properties of different materials, and competently used and understood vocabulary such as absorbent, transparent and magnetic. Although sound, pupils' skills of scientific enquiry are not as well developed. Overall, however, pupils of different abilities achieve well, and this is significant for the lower attainers, for whom expectations are often similar to those for other pupils.
- 73 Pupils are enthusiastic about science and behave very well in lessons. This also contributes to the progress they make. They work well together in pairs or groups and learn effectively when discussing ideas with each other. They use equipment sensibly and organise their own written work especially well. Pupils of all abilities record their science work neatly in a range of ways, for example, by incorporating labelled diagrams, tables and graphs.
- 74 Overall, the quality of science teaching is good, although in the lessons seen the quality of teaching ranged from very good to unsatisfactory. Good teaching, which for older pupils is focused on the demands of the tests, is a main contributory factor to the very high results being achieved. The best features of lessons include the routine recording and use of learning intentions, the emphasis given to language and scientific vocabulary, the expectation that pupils will write up work independently, and the range of well-resourced activity including practical tasks. In a carefully-organised Year 6 lesson the teacher clearly explained about the life cycle of a plant. Pupils learnt the scientific names and functions of parts of a flower, carrying out both close examination of flowers and independent research work, including the use of a computer program. Exercise books show that teachers check pupils' work regularly and some of the marking is very good. The best marking provides constructive feedback to which pupils respond, for example through comments in reply or corrections to spellings. Where there were weaknesses in the teaching seen, the lesson introduction was not clear enough, with the provision of too much information and unhelpful visual aids, which hindered pupils' learning.
- 75 The science curriculum is systematically organised and covers the knowledge and understanding required. This also contributes to the very good test results. The school's approach is to cover the subject content and leave time in Year 6 to revise thoroughly and practise for the tests. The teachers in each year group work together effectively to plan science topics, and make sound use of a nationally provided scheme of work. However, some of the guidance in this scheme is not followed rigorously enough. For example, in work on friction in a lesson observed, pupils were not expected to measure forces or to identify the key factors in their experiments. Recorded work shows that in practical activity, pupils frequently and usefully make predictions and refer to fair tests. However, the teaching does not extend enough pupils' skills of scientific enquiry, for example to plan experiments well themselves.
- 76 Assessment in science has both strengths and weaknesses. Formative assessment is good. Teachers note the names of pupils who have struggled with or exceeded the intended learning each lesson. This is then used to inform planning for the next or future lessons. However, assessment and recording of pupils' progress as they move through the school is inconsistent and under developed. In particular, there are weaknesses in assessing pupils' skills of scientific enquiry and recording this through the years. Subject management has involved monitoring exercise books and analysing test performance in order to guide further improvements in teaching and achievement. The school also has yet to fully respond to Curriculum 2000, and the use of information technology within science is limited. A review of the science policy is due and this should address the relative weaknesses, especially in scientific enquiry and assessment, and to build on the school's high performance in the tests.

ART AND DESIGN

- 77 No art lessons were seen during the inspection. However, from the evidence of previously completed work in sketchbooks and well displayed throughout the school, standards are in line with those expected for the pupils' ages, as at the time of the last inspection. Pupils' work develops from varying starting points, they use a range of media and are taught specific skills and techniques.
- 78 In Year 3, pupils explored mathematical shapes, selecting two and experimenting with them to make patterns in their sketch books. They made printing blocks from string stuck to card, and used different colours to print their repeating patterns, with good results. A visiting art group worked with the pupils to help them create very expressive clay masks, based on African designs. Pupils in Year 4 study pictures by Monet and other 'impressionist' artists and use a computer program to create their own paintings in this style. Their sculptures of minibeasts are of a high standard. These are the results of a study of sculptures, some downloaded from the internet. They also considered the outdoor environment, looking at different contours and textures and making rubbings to record these. Each group designed a minibeast to be suitable for placing in the school grounds and made them mainly from spooled paper which they painted.
- 79 The still life compositions by Year 5 pupils are the result of the detailed study, using a viewfinder, of small sections of their group of objects. Some pupils show a developing awareness of line and form, with shading and pastel blending to create effects. The current work in Year 6 shows very good links with English, dance and music as the pupils prepare their performance of extracts from the musical 'Cats'. Having read poems about cats and watched the video of the show, they designed and made cat masks, supported in this by local artists from the Feltham Arts Association. These pupils' spiritual and cultural development were enhanced last term when they studied Aboriginal art. They experimented initially with pens before painting, trying to convey a message through creating their picture with dots.
- 80 The use of separate sketchbooks for art is a recent development. However, in some classes at present they are not used sufficiently for pupils to develop an idea through a number of stages in a range of media. The pupils note the learning intention in their sketchbooks and teachers respond to their efforts through careful marking. The school now has a scheme of work, which is an improvement since the last inspection. The subject is led very effectively by an enthusiastic and knowledgeable co-ordinator. The year groups' termly planning is monitored and through this and informal discussions with colleagues, the co-ordinator is aware of strengths and areas requiring development. Recent developments include the acquisition of additional materials, and the introduction of portfolios for each class.

DESIGN AND TECHNOLOGY

- 81 The school has begun very well to address the weaknesses identified in the last inspection. There is now a clear policy and scheme of work, and the balance of work in design and technology is appropriate. However, standards remain below those expected at the age of 11.
- 82 In Years 3 and 4, the standards of the work seen were good, but pupils in Years 5 and 6 have not yet built up the designing and making skills needed to produce work at the expected level. Scrutiny of recorded work showed that the topic of designing a sandwich in Year 3 had been very effectively taught. Pupils showed good skills in evaluating, gathering ideas and recording designs on labelled diagrams, for example. Pupils are helped to learn about the stages in the design process through the use of well-structured worksheets.
- 83 Although only a small amount of teaching was seen, this was good and pupils responded very well. For example, Year 3 pupils were at the start of designing a toy with a moving part. The well-planned teaching, involved much group discussion, and this effectively helped pupils generate ideas and learn about designing. Pupils in Year 4 were similarly keen and productive. Good cross curricular with art are established, for

example, when pupils successfully explored the range and purpose of chairs in response to teaching that was enthusiastic and based on good knowledge and preparation.

- 84 The recently-appointed coordinator is keen and is playing a key role in the current improvements in design and technology. This has included the re-organisation of curriculum planning and resources, together with the provision of training and support for staff. The school is becoming successfully involved in various outside competitions. Displays around the school and the pupils' work beginning to be accumulated in their "scrap-books" reflect the improvements being made in design and technology.

GEOGRAPHY

- 85 Only three lessons were observed during the inspection as two year groups were covering the history curriculum. However samples of pupils' work were available and evidence was also gathered from displays and discussions. Standards have been maintained since the last inspection and pupils' attainment by the end of the key stage matches that which would be expected for their ages.
- 86 The attainment of the younger pupils is good. In their current work pupils in Year 3 are able to label a plan from an aerial photograph and can use appropriate vocabulary such as "bird's eye view". Pupils in Year 4 know about the services in local areas and are able to represent them using symbols. In Year 5 pupils compare past and present maps as part of a local study and Year 6 pupils consolidate their skills of geographic enquiry through studying contrasting localities in Europe.
- 87 In the lessons observed pupils learned effectively because the detailed planning led to good questioning and clear explanations by teachers. In a lesson seen on placing services on a street map, lower attaining pupils made good progress through using well prepared resources and working collaboratively with other pupils. All pupils listen carefully, work very well in groups and sustain concentration though the lesson. In some work seen information and communications technology had been effectively used by pupils to present their findings.
- 88 The co-ordinator and teachers evaluate their plans effectively and use their assessments of the pupils' learning to plan further work. The resources available to support aspects of work in geography are satisfactory but some more interactive materials would enable pupils to be more directly involved in practical activities. The co-ordinator provides good support for the staff and is effectively developing this curriculum area.

HISTORY

- 89 Standards at the end of Key Stage 2 are better now than they were at the last inspection and by the end of the key stage are above average. Significant improvements have been made in the presentation and quality of written work. This is comprehensive and often shows a high level of understanding, particularly in Year 6, where pupils are carrying out impressive work on life since the 1930s and are concentrating their studies on World War 2. Most pupils are achieving well in terms of their earlier attainment. They make good progress in learning about significant people, events and places from both the recent and more distant past.
- 90 Pupils develop their knowledge and understanding of historical events and periods by learning about the Romans, the Tudors, the Ancient Greeks and the Victorians. They use books and artefacts very effectively to compare the past with the present. Pupils in Years 5 and 6 use a wide range of sources for research purposes and they are developing an understanding of how to interpret and record historical evidence. For instance Year 6 pupils have written impressive reports about Hitler's bombing of London from both the point of view of the Germans and the British. They are successfully learning how to evaluate primary and secondary sources of information. Pupils in many classes make good use of the internet to gather photographs and illustrations for their history work. Teachers, particularly in Year 6 are very skilled at devising unusual ways for pupils to record their historical knowledge. Visitors and visits to places of historical interest are an important part of the history curriculum.

- 91 Only three lessons were observed during the inspection and the quality of teaching was good. On the evidence of the work scrutiny, teachers' plans and discussions, it would appear to have many strong features. Pupils are motivated by the enthusiasm of teachers and by secure knowledge they impart. They respond to work set for them with good co-operation both with the teacher and classmates. For example, in a lesson in Year 6 the high quality artefacts from World War 2 allowed pupils to delve into the times and to sort out whether the items showed what really happened. They enjoyed discovering about food rationing and the consequent effects it had on diet and people's health, as well as being fascinated by the thought of powdered eggs! Teachers use focussed questions to draw out knowledge and allow pupils to make their own decisions about whether, for example, conditions in factories were better than in the country. The more able pupils had more challenging tasks set to raise their standards. All pupils, including those with special educational needs made sound progress.
- 92 The use of a good scheme of work and the very good expertise of the co-ordinator help to make the teaching confident and it is based on good understanding of the curriculum. Good use is made of information technology.
- 93 The co-ordinator manages the subject effectively and has very clear plans for the future. She realises the need to further extend resources and plans to do this by developing a school artefact collection and by providing more reference books. The school has successfully addressed the issue from the previous inspection regarding the use of artefacts by utilising the loans library from the Richmond Museum.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

- 94 At the last inspection pupils' progress and attainment were well below national expectations. Evidence gathered at this inspection shows that attainment at the end of Key Stage 2 is now in line with national expectations. This improvement is because the staff plan effectively and the school has good resources to support the curriculum.
- 95 All classes use the ICT suite regularly and Year 6 have some additional time in the summer term. Computers in the suite and most class based computers are networked to allow for internet access. A new policy and scheme of work are in place and they are used effectively in planning and teaching to enable pupils to make good progress. The planning for ICT is very detailed both when it is taught as a discrete subject and when it supports learning in other curriculum areas.
- 96 In the computer suite pupils in Year 6 are able to use search engines and develop skills in identifying key words to access information. Higher attaining pupils successfully selected their own criteria and lower attaining pupils were supported with words or phrases allowing them to make good progress and succeed in the task. In Year 5, pupils are learning to solve problems and respond to a challenge by giving accurate instructions. They are also reinforcing their mathematical knowledge of the properties of a square. The paint package is used to good effect by Year 4 pupils as they develop their skills in altering the size of the brush tool as well as learning about Monet's impressionist techniques. Pupils in Year 3 had used a computer program to identify some musical instruments and found symbols to represent their sounds. All classes use the computers for a range of word processing activities in many curriculum areas. Some older pupils use digital photos, tables, pictures and text to display their science work. ICT is used by younger pupils for designing wrapping paper as part of work on repeating patterns.
- 97 Teaching was good or very good in most lessons seen and only unsatisfactory in one. In the best teaching pupils were given very clear instructions and were effectively supported by both teachers and support staff through well considered questioning. Where teaching was weaker the pace was too slow and there were no opportunities for either interactive learning or discussion. In general, teachers' confidence and knowledge of the software is good. In mathematics for instance the new software provides a range of very

good opportunities for consolidating concepts and skills such as finding the difference between two numbers. Year 6 pupils demonstrated their Power Point presentations and were able to explain clearly how they had improved and adapted them to meet the needs of an audience. Assessment is currently being reviewed in order to standardise an approach to record keeping through the school. Teachers use informal methods well to inform planning and they evaluate their teaching well. The new portfolios of individual pupil's work will be useful as they develop further.

- 98 The organisation of the subject across the school and the support the co-ordinator provides are good. The action plan is very detailed and all the planning for lessons in the IT suite is monitored by the co-ordinator. She plans to further develop the work on cross-curricular learning and to monitoring the teaching and learning of ICT. The school has invested considerable funding on ICT and the resources for both hardware and software are good. As standards are now in line with national expectations progress since the last inspection has been good.

MUSIC

- 99 Four music lessons were seen during the inspection, as well as a 'special performance' by Year 4 pupils. In addition, videos of previous performances and workshops and some previously completed work all provided evidence to show that standards are appropriate for the pupils' ages, with a particular strength in singing. Over fifty pupils regularly attend the after school choir practice and singing in assemblies is enthusiastic and tuneful. Year 4 pupils gave an impromptu, unaccompanied performance of two Christmas songs. They sang tunefully, with enjoyment and feeling. The video of last year's production of 'The Piper' showed a good standard of solo and three-part singing.
- 100 In a very good lesson, Year 3 pupils worked very well in-groups to practise clapping the rhythm of a nursery rhyme, without reciting the words aloud. Each group performed their nursery rhyme to the rest of the class who guessed which of the three given rhymes it was. Every pupil was actively involved, and enjoyed the lesson, making very good progress in both sustaining a rhythm and collaborative group work.
- 101 Previously completed work shows Year 3 pupils using very simple symbols to represent loud and soft sounds. These early notations are developed further in Year 4, where pupils recalled listening to music which depicted crashing waves and stormy weather. They worked in groups, selecting appropriate instruments to compose their own stormy music, recording their ideas with symbols to represent different instruments and volume. Year 5's cultural understanding developed as they sang a calypso from Jamaica. While one group sang the 'call' part of the song, another replied with the 'response' and the third group maintained the 4 beat rhythm with percussion instruments.
- 102 Pupils enjoy the practical activities in their music lessons and their response is very good. The quality of teaching seen was all satisfactory or better. Teacher expertise and confidence were features of the very good teaching seen in a Year 6 lesson. Following warm-up exercises and clapping varied rhythms, the pupils were taught the musical term 'ostinati'. Each group experimented with different instruments to keep the obstinate rhythm while rehearsing their previously composed lyrics to a pop tune. Pupils evaluated the performance of one group and suggested how they could develop their ideas further. Their confidence with this work follows previous comparisons of two different songs, where they had reflected on the mood and images created by the lyrics and melodies.
- 103 There is a good-sized music room, which is well presented and equipped with a variety of instruments, including a range of African percussion and a keyboard suite. This is an improvement since the previous inspection. A number of pupils learn to play the guitar, keyboard, violin and recorder from visiting teachers and there is also an after school recorder club. There are opportunities for pupils to perform in school as well as in the community, such as at the local schools' festival. There are good links with other subjects, for example Year 4 use music as a stimulus for writing about the rain forest and Year 6 sing songs from the musical 'Cats' as they work on their dance routines and make cat masks in art. Visiting musicians perform

to the pupils, showing them a range of instruments and involving them in playing too. At present there is limited use of information technology in music, though there are plans to use a new MIDI equipped keyboard with Year 6 next term. The subject is enthusiastically led by the co-ordinator, who monitors teachers' planning and provides useful support where appropriate. No opportunities have yet been provided for her to observe music lessons. The compilation of portfolios of evidence is just beginning.

PHYSICAL EDUCATION

- 104 Standards in physical education are in line with national expectations and standards have been maintained since the previous inspection. Comprehensive planning, based on a nationally recognised scheme, has been adopted to ensure good coverage of all elements of the programme of study. There is no difference in the opportunities offered to boys and girls to achieve and where possible mixed teams are operated.
- 105 Pupils in Years 3 and 5 were observed constructing complex dance sequences related to other curricular areas and learning to move their bodies to music, demonstrating good ability. Pupils in Year 6 had devised a particularly effective gymnastics sequence, using apparatus, to music from 'Cats', which was executed with a high degree of skill and good interpretation of the music. Pupils throughout the school were also seen learning striking, throwing and catching skills with activities well matched to the pupils' abilities and progress apparent through the age range. Records indicate similar well-planned progress and attainment in athletics and gymnastics. Swimming is taught in Year 5 for one term and the majority of pupils are able to swim 25 metres by the end of the course. Some do much more, gaining personal survival certificates.
- 106 Teaching in physical education is good. Lessons are well planned and motivating and the pupils are well behaved and enthusiastic. Pupil attitudes are therefore good. In the very best lessons seen progress was very good because of the quality of the specific feedback given by the teacher when, for example, the pupils were learning striking and catching skills. In this lesson differentiation was well planned for. In less effective lessons the whole class undertake the same activity regardless of ability and the teacher offers more general evaluation of performance. Most teachers use pupil demonstration effectively and give clear instructions. All teaching was at least satisfactory, mostly good or very good and overall pupil progress was correspondingly good.
- 107 The curriculum meets national requirements. Since the last inspection the subject co-ordinator, who has recently left the school, invested a great deal of time in developing planning, writing a new policy and updating resources. Planning has greatly improved, as therefore has consistency of teaching, and resources are now appropriate. The headteacher is temporarily acting as co-ordinator and the post is being advertised.
- 108 There is a good range of successful extra curricular clubs featuring physical education, which are well attended and continue, with dedicated support from staff and parents, in all weathers.

RELIGIOUS EDUCATION

- 109 At the age of eleven an examination of pupils' work indicates that they achieve standards that exceed the requirements of the locally agreed syllabus. This represents an improvement since the last inspection. The improvement has been achieved because although pupils' knowledge and understanding at the time of the last inspection were sound, pupils are now being challenged further by strongly focused teaching to study deeper issues concerned with the various beliefs and faiths that they study.
- 110 The pupils focus on a range of belief including Buddhism, Islam, Sikhism, Hinduism, Christianity and Judaism. They explore a variety of customs and rituals within these religions. In Year 6 pupils have been considering the need for rules within society. They have studied the Ten Commandments and discussed

why it is necessary to have rules to live by - whatever ones personal faith or beliefs. They show a good understanding of the difference and links between belief, choice and action.

- 111 The pupils make good progress in their learning about different religions and are developing a secure understanding and awareness of some of the similarities between them. By the age of eleven, the pupils show increasing ability to use and apply ideas they learn from religious practices. This is evident in their ability to reason why they should treat each other kindly and the impact of their own words and actions on others. All pupils understand the need to care for others as well as themselves.
- 112 Pupils have good attitudes to their work in religious education. They respond well and think carefully about issues. They show a good level of respect for the ideas and opinions of others and are confident in sharing their thoughts. The pupils are enthusiastic and eager to put forward their own ideas, and show an ability to reflect maturely and sensibly. They relate well to their teachers and to each other. Throughout the school the pupils are sensitive to the feelings of other pupils and value each other's thoughts and ideas. They have good levels of motivation to learn and enjoy the level of challenge in their work. All the pupils respond well to the opportunities for quiet contemplation they have during lessons.
- 113 The teaching of religious education is good. The teachers are confident in the subject and prepare their lessons thoroughly. This enables them to teach pupils about different religions and promote discussion to develop understanding. The teachers give careful thought to providing a calm and reflective atmosphere in the classroom for the teaching of religious education. Planning gives a good level of attention to the areas of learning in the agreed syllabus. The school provides a suitably wide range of opportunities to enable pupils to become aware of the religious element in life. All teachers encourage pupils to reflect on their own experiences and relate them to those of other people. In one Year 6 lesson the class teacher had provided her own materials in the form of a self-written thought-provoking story, which held the class transfixed. It provoked a high quality discussion on the dilemma posed for the child involved when she ends it at a highly emotive point. The pupils with special educational needs receive effective support in the classroom. This enables them to learn well and make good progress in their work.
- 114 The co-ordinator manages the subject very effectively. The scheme of work closely follows the locally agreed syllabus for religious education. This gives teachers clear guidance and suggestions to assist their teaching. There is a wide range of good quality resources including a relevant collection of artefacts and a plentiful supply of good quality books. This has a positive impact on standards.