

INSPECTION REPORT

DR. TRIPLETT'S C OF E PRIMARY SCHOOL

Hayes, Middlesex

LEA area: 312 Hillingdon

Unique reference number: 102420

Headteacher: Mr. B.S. Paul

Reporting inspector: Mrs. Tusha Chakraborti
12603

Dates of inspection: 29 April – 2 May 2002

Inspection number: 244313

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior school
School category:	Voluntary Aided
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
School address:	Hemmen Lane Hayes Middlesex
Postcode:	UB3 2JQ
Telephone number:	020 8573 1617
Fax number:	020 8813 5814
Appropriate authority:	The Governing Body
Name of chair of governors:	Rev. P. Homewood
Date of previous inspection:	6 October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
12603	Tusha Chakraborti	Registered inspector	Art	<p>What sort of school is it?</p> <p>The school's results and pupils' achievements</p> <p>How well is the school led and managed?</p> <p>What should the school do to improve further?</p>
9502	Rosalind Hall	Lay inspector		<p>Pupils' attitudes, values and personal development</p> <p>How well does the school care for its pupils?</p> <p>How well does the school work in partnership with parents?</p>
22545	Valerie Hobson	Team inspector	<p>English as an additional language</p> <p>Mathematics</p> <p>Physical education</p>	
2731	Penny Holden	Team inspector	<p>Equal opportunities</p> <p>Special educational needs</p> <p>English</p> <p>Information technology</p>	How well are pupils taught?
22476	Sue Vale	Team inspector	<p>Foundation stage</p> <p>Design and technology</p> <p>Music</p>	
18083	Judith Howell	Team inspector	<p>Science</p> <p>Geography</p> <p>History</p>	How good are the curricular and other opportunities offered to pupils?

2686	Brian Oppenheim	Team inspector		
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Dr Triplett's C of E Primary is a voluntary aided school for pupils aged 3 to 11 years. It is situated in Hayes in the London Borough of Hillingdon, an area diverse in terms of culture, language and socio-economic circumstances. The school is eleventh on the local authority's Deprivation Register indicating low socio-economic circumstances. It has high pupil mobility and, as a result, 18 per cent of pupils on average do not complete their education at Dr Triplett's. The school currently has 460 pupils with more boys than girls. It draws most of its pupils from Anglican and other Christian churches and a small percentage of pupils from other faiths, such as Muslim, Sikh and Hindu, who specifically ask for a church school education. The majority of pupils are of UK heritage and about a quarter are from six different minority ethnic groups. The main languages spoken, other than English, are Gujerati, Shona, Urdu and Punjabi. The number of pupils eligible for school meals free of charge is below the national average. The proportion of pupils with special educational needs is below the national average as is the number who have statements of special educational need. Attainment on entry to the school is variable but is average for the current year.

HOW GOOD THE SCHOOL IS

Dr Triplett's C of E Primary is a good school. The quality of education has improved since the last inspection and meets the academic, social and emotional needs of all pupils well. The quality of teaching is good and pupils make good progress across the school. Overall, standards have improved over the past four years. The headteacher provides a clear educational direction and is supported well by the senior management team and the governors, particularly the chair of governors. The school promotes the well-being of its pupils very effectively through its well-organised support system and caring ethos: this ensures that each child is supported well in both their personal and academic development. The school provides good value for money.

What the school does well

- Pupils attain good standards in English and mathematics and make good progress across the school.
- The curricular provision in the nursery and reception is very good.
- The quality of teaching is good overall, with some very good teaching.
- Pupils' attitudes to learning are very good and they behave very well throughout the school.
- The school's arrangements for promoting pupils' welfare and personal development, particularly their moral and social development, are very good.
- The school works very effectively in partnership with parents and the wider community.
- The spacious and tranquil expanse of the grounds surrounding the school building enriches pupils' learning experiences and complements the school's caring ethos.

What could be improved

- Staff are not sufficiently knowledgeable about the learning needs of the minority ethnic pupils.
- Information gathered from assessment is not always used to check whether pupils are making enough progress from one year to another so that standards can be pushed higher.

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 October 1997. Good progress has been made since then and the key issues identified in the last inspection have been addressed successfully. The roles of the senior management have developed and are now effective. As a result, the curriculum provision is monitored well by the senior managers, leading to further improvement in the quality of education. An effective and appropriate programme for staff development and strategies for performance management are being implemented successfully. This means that all staff are able to enhance their knowledge and teaching skills in the whole range of curriculum. This is clearly reflected in the quality of teaching found during the current inspection. Teaching has improved significantly since the last inspection when over seven per cent of teaching was less than satisfactory. All these improvements and effective teamwork, involving the staff, headteacher and the governors indicate that the school is well placed to raise standards further.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	Compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	C	B	B	C	well above average A above average B average C below average D well below average E
mathematics	B	C	B	B	
science	C	C	D	D	

The national test results for the year 2001 show that standards are above the national average in English and mathematics while standards in science have declined and have fallen below the national average. This is mainly due to the school's particular emphasis on the teaching of literacy and numeracy over the past three years. The percentage of pupils reaching the higher level is average in English, well above average in mathematics and below the national average in science. Compared to similar schools, the test results are average in English, above average in mathematics and below average in science. The trend of improvement in the school's results is broadly in line with the national trend. Attainment in the national tests exceeds the school's own targets.

Standards achieved by pupils in Year 2 in the 2001 national tests were average in reading and writing and above average in mathematics. In comparison to schools with similar characteristics, standards are similar in reading, writing and mathematics. The percentage of pupils achieving the higher level is above average in reading, below average in writing and well above average in mathematics.

The current inspection finds that pupils in Year 6 attain standards that are above average in English and mathematics. Standards are now average in science which indicates an improvement over the 2001 test result. This is because the school has prioritised science as an area for development in order to address the decline in the national tests in recent years. Pupils in Year 2 attain standards that are above average in English and mathematics and average in science. Pupils make good progress over time across the school.

At the end of Years 2 and 6, pupils attain standards that are above those expected of pupils of similar age in art, design and technology, music and physical education and make good progress in these subjects. In all other subjects, standards are in line with those expected of these age groups. Pupils across the school make satisfactory progress in these subjects. Pupils with special educational needs and most pupils with English as an additional language make good progress in relation to their previous attainment.

Children's attainment on entry to the nursery is below average in personal, social and emotional development in comparison with that expected for three-year-olds but it is in line with what is expected for this age in other areas of learning. Children make good progress in nursery and reception classes and, by the time they enter Year 1, most of them are likely to achieve what is expected for children of this age in all areas of learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school, are keen to learn and respond to class discussions and tasks very well.
Behaviour, in and out of classrooms	Very good. Pupils co-operate with their teachers to establish a positive learning environment and move around the school in a careful and orderly way.
Personal development and relationships	Very good. Relationships within the school are particularly strong and have a beneficial effect on pupils' behaviour and attitudes to learning. They take responsibilities seriously and carry them out sensibly.
Attendance	Good. Attendance is above the national average and unauthorised absence is low.

Pupils' attitudes to learning have been maintained at the same level since the last inspection. There was no evidence of any poor behaviour or bullying seen during the inspection.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

The quality of teaching is good overall, with some very good teaching. It has improved significantly since the last inspection when over seven per cent of teaching was less than satisfactory. This improvement in the quality of teaching reflects the hard work and commitment of the headteacher and the staff.

Teaching is consistently good in English and mathematics, with a large proportion being good or very good. This indicates that Literacy and Numeracy Strategies have been implemented effectively and are having a positive impact on pupils' learning. Teaching is also good in art, music, design and technology and physical education. As a result, pupils across the school make good progress.

Teachers' planning is good and securely based upon schemes of work, particularly in the core subjects of English and mathematics. In all lessons learning objectives are shared with the class and they are reviewed and revisited at the end of each lesson. As a result, pupils are making good progress in gaining knowledge and understanding in all subjects. The teaching of the basic skills of numeracy and literacy is good throughout the school.

Behaviour management is a strength of teaching and teachers take very good care to ensure that all pupils are included in the activities in the classroom. Questions are well used to ensure that all pupils have an opportunity to contribute and to learn. Teachers' subject knowledge and understanding of how children learn are consistently good and they use assessment information satisfactorily to check how much is learnt in lessons. However, this information is not put together to give a longer term view of progress from one year to another.

Teachers plan effectively to ensure that the learning needs of pupils are met. They have high expectations of pupils and challenge them appropriately. As a result, most pupils concentrate well and make good progress in their learning.

Pupils with special educational needs are supported well in their learning. They have appropriate individual education plans that are understood by their class teachers. In almost all lessons teachers plan work at different levels of difficulty to suit different pupils in the class. They may also receive effective and skilful help from classroom assistants who work in partnership with class teachers and ensure that these pupils participate fully in all lessons. Pupils with special educational needs are keen to work hard and this helps them learn and achieve well.

Pupils who are at an early stage of learning English make satisfactory progress when they are supported by a specialist teacher or classroom assistant. However, some class teachers are not fully aware of the learning needs of bilingual pupils and this has an adverse effect on their progress. Those who are competent in English make good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced. The school offers pupils a good range of interesting and stimulating learning opportunities. The range and quality of extra-curricular activities is very good.
Provision for pupils with special educational needs	Good. The curriculum gives good opportunities for pupils with special educational needs to benefit from all the school provides. Targets in individual educational plans are well thought out and are reviewed regularly. The needs of pupils with statements of special educational needs are met well.
Provision for pupils with English as an additional language	Satisfactory provision. The few pupils at the early stages of learning English do not always receive sufficient support. They make satisfactory progress, but not as much as they are capable of. All staff are not fully aware of the learning needs of the bilingual pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good, overall. Pupils' spiritual and cultural development is good. Provision for moral and social development is very good.
How well the school cares for its pupils	Very good. Pupils are very well cared for. The information gained from monitoring whole class progress is used well to provide appropriate support although it is not used effectively to promote individual progress

	over time.
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The school ensures that pupils learn in a secure, safe and Christian environment where pupils are regarded as members of a family. It has developed very effective links with parents which makes a very positive contribution to children's learning at school and at home.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is led and managed well. The headteacher provides an effective and a strong leadership in developing and managing the school. He is supported very well by the assistant headteachers, other members of the senior management team and the governors in improving and leading the school forward.
How well the governors fulfil their responsibilities	The strategic role of the governors is well developed. They have a good understanding of the strengths and weaknesses of the school. The chair and other governors are actively involved in moving the school forward.
The school's evaluation of its performance	The school uses its development plan effectively to evaluate its performance. The analysis of test results and the monitoring of teaching are used well to see where improvements could be made.
The strategic use of resources	The school makes good use of its staff. Accommodation and learning resources are used effectively to enhance pupils' learning. Grants and other fundings are used very effectively for their intended purpose.

The staff are well trained. The school applies the principles of best value well in all spending decisions and monitors its impact on financial planning closely. The outside accommodation is very good and supports pupils' learning in many parts of the curriculum very effectively.

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. • The school helps their children to become mature and responsible. • Children are making good progress. • The teaching is good. • The school expects children to work hard and achieve their best. • Parents feel comfortable about approaching the school. • The school promotes good behaviour. • The school works closely with parents. • Parents feel that they are kept well informed about their children's progress. 	<ul style="list-style-type: none"> • Some parents feel that their children do not receive sufficient homework. • Some parents feel that the school does not provide an interesting range of extra-curricular activities.

An overwhelming majority of parents are very pleased with the school and parents acknowledge the improvements made in recent years. The inspection team agrees with parents' positive comments. The team concludes that all pupils receive sufficient homework which is used very

effectively to extend pupils' learning. The school provides a very good range of extra-curricular activities which enhance pupils' opportunities for learning and physical activities.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Overall, pupils in Dr Triplett's C of E Primary School achieve well. The results of the national tests, at the end of Year 6, are above average in English and mathematics and below the national average in science. When these results are compared to schools that have a similar number of pupils eligible for free school meals, standards are not as good as they are average in English, above average in mathematics and below average in science. The results show that pupils in Year 6 do not achieve as well as in comparison to their prior attainment in the national tests that they took at the end of Year 2. This is mainly due to the mobility of pupils in Years 3 - 6. However, over the past four years the school's results improved at a rate that is similar to the national picture. The current inspection finds that standards have improved in science and are being maintained in English, mathematics and most other subjects.
2. The results of the 2001 national tests for Year 2 pupils are average in reading and writing and above average in mathematics. Standards in science in Year 2, based on the teacher assessment, are average.
3. Children's attainment on entry to the nursery is below that expected of three-year-olds in personal, social and emotional development but average in all other areas of learning. Children make good progress in the nursery and Reception and, by the time they enter Year 1, most children attain in line with what is expected for their age.
4. In English, Year 2 pupils are enthusiastic about their work. Their handwriting is well formed and they are routinely writing in good sentences with appropriate punctuation often using interesting connecting words. They have a good knowledge of different genres and authors and are able to explain why they like their personal favourites. They have good phonic knowledge developed over the last two years. In Year 6, pupils have a fluent and often personal writing style. They write persuasive arguments giving their personal views, for example, whether to have uniform or not. Their points of view are well put and they use a good range of vocabulary to make their writing interesting. They are fluent readers with a wide knowledge of different styles of writing and authors. Throughout the school pupils demonstrate well-developed speaking and listening skills and most contribute confidently in small groups and often to their class or to the whole school. They explain themselves clearly and enjoy answering questions and taking part in conversations.
5. The National Literacy Strategy has been introduced effectively and literacy is used well to support work in other subjects, such as history and geography and word processing in information and communication technology (ICT).
6. In mathematics, pupils in Years 1 and 2 have a good understanding of number and use number bonds to calculate numbers to 100 and beyond in mental and oral work. They use a wide range of strategies for adding and subtracting and count confidently in multiples of 2, 5 and 10. They have good knowledge of two- and three-dimensional shapes and are able to present their findings in Venn and Carroll diagrams. Pupils in Year 6 make good progress and have a wide range of strategies for making written, mental and oral calculations. They solve money problems correctly and have good understanding of probability and are able to identify which number operations are required in mathematical investigations.
7. In science, pupils in Year 2 demonstrate a good understanding of plant structure and know about the properties of a range of different materials. They use scientific vocabulary well to describe their investigative work. In Year 6, pupils conduct a wide variety of experiments and have a good understanding of scientific investigations. All pupils recognise the importance of making their tests fair. All aspects of the science curriculum are taught well.

8. Standards in ICT, at the end of Years 2 and 6, are in line with the expected levels. Pupils are taught specific computer program skills but it is not always effective when taught in the classrooms using only one computer. They have opportunities to do research work and homework using encyclopaedias on CD ROMs and the Internet. Year 6 pupils have produced their own web pages which they have animated and linked.

9. Pupils with special educational needs make good progress because the teaching they receive in lessons is well matched to their needs and they have suitable additional help from support staff.

10. There are a small number of pupils who speak English as an additional language. Most are fluent English speakers who flourish with the good teaching in many lessons. On a tiny minority of occasions, teachers' lack of instruction or inadequate support cause pupils, who are at the early stages of learning English, to struggle.

11. There is no significant difference in the performance of boys and girls. The school sets targets for its pupils and reviews them every year to ensure that they are sufficiently challenging. It exceeded its targets last year.

Pupils' attitudes, values and personal development

12. All pupils show very positive attitudes to school and are very mature in their approach to learning. All but a very few arrive on time, ready for work. They wear their school uniform with pride. They are enthusiastic about their learning and about their extra-curricular activities such as country dancing. They spoke with eagerness about their experiences on the school journey and about singing in the Royal Albert Hall.

13. All pupils behave very well throughout the school. They settle down to tasks well and are quick to respond to teachers' instructions; this was particularly noticeable in the nursery where children of a very young age respond promptly and keenly to a change in activity. Pupils move around the school in a careful and orderly way and as a result the school has a calm and purposeful atmosphere. In the playground they play together well and make full use of the space for a variety of games. There was no evidence of any poor behaviour or bullying seen during the inspection. There were three fixed period exclusions during last year.

14. All staff and pupils have very good relationships. They work well together, for example, this was seen in a Year 4 history where groups of pupils shared their findings on Egyptian artefacts. Pupils have a clear understanding of the effect of their actions on others and support each other well. Pupils are encouraged to take responsibility for themselves and by the time they reach Year 6 they are mature and thoughtful young people. In all classes pupils are given responsibility for classroom tasks and they carry these out well. Those Year 6 pupils elected to be House Captains or Vice Captains take their role seriously. All Year 6 pupils are given opportunities to undertake responsibility, for example, they organise the Infants Sports Day and host a party for 140 local senior citizens as well as undertaking more routine tasks such as setting up the hall for assembly. One Year 6 pupil commented, "the teachers trust us" and other pupils agreed that they trusted the teachers and felt that any personal concerns they had would be handled fairly and discreetly. Boys and girls and pupils of different ages get on very well together. Older pupils act as 'buddies' to younger ones and hear them read or practise their spellings. Pupils have a high level of respect for the feelings values and beliefs of others.

15. Attendance levels are good. They are above the national average and unauthorised absence is low. Parents commented that their children were always keen to come to school.

16. Pupils with special educational needs are keen to do well and take their targets for improvement seriously although many of them are easily distracted or discouraged. They thrive with lots of positive encouragement and by achieving small successes.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. Overall, the quality of teaching is good, with some very good teaching. Teaching has improved significantly since the last inspection when over seven per cent of teaching was less than satisfactory. Approximately one in four lessons seen was very good and nearly one in two lessons was good. This improvement in the quality of teaching reflects the hard work and commitment of the headteacher and the staff.

18. Teaching is consistently good in English and mathematics, with a large proportion being good or very good. This indicates that Literacy and Numeracy Strategies have been implemented effectively and these are having a positive impact on pupils' learning. Teaching is also good in art, music, design and technology and physical education. As a result, pupils across the school make good progress. The teaching of the basic skills of numeracy and literacy is good throughout the school.

19. Teachers plan effectively to ensure that the learning needs of pupils are met. Planning is securely based upon schemes of work, particularly in the core subjects of English and mathematics. For example, in a mathematics lesson in Year 4, the teacher planned very effectively for a variety of methods to consolidate pupils' understanding of how to measure angles and to recognise the characteristics of the angles, such as 90 degree as quarter turn and 180 degree as half turn. Learning objectives are shared with the class and they are reviewed at the end of each lesson. Teachers use appropriate strategies to ensure that pupils build on previous learning and develop the concepts systematically. This was evident in many lessons, where lessons begin with evaluating learning in previous lessons.

20. In many lessons, teachers maintain a brisk pace to capture pupils' attention and interest so that pupils remain active and learn well. These features contribute positively to pupils' attitudes to learning and their progress. An example of this was seen in a Year 5 geography lesson where the teacher's efficient use of time meant that the vast majority of pupils used atlases very successfully to locate places around the world, linked to the newspaper report they had read.

21. Behaviour management is a strength of the school. Teachers ensure that all pupils are included in the activities in the classroom and, as a result, pupils concentrate on tasks well. This was seen in a Year 2 physical education lesson, where very good strategies for behaviour management meant that pupils concentrated on tasks and co-operated well developing confidence and very good social skills. Teachers treat all pupils with respect and as individuals, and, at the same time, expect high standards of behaviour. Praise is used very effectively to make pupils feel confident about their ability to learn, and to reinforce good behaviour.

22. Teachers have high expectations of pupils and challenge them appropriately. For example, in a Year 6 science lesson, the teacher's high expectations of pupils and the challenging activities provided meant that pupils performed the investigative work on the growth of plants successfully and achieved above average standards in this lesson.

23. Teachers have good subject knowledge and use resources to a good effect to support pupils' learning. This was seen in a science lesson in Year 6 where teacher's very good subject knowledge meant that all pupils were challenged very effectively leading to high quality learning in their investigative work. Similarly, in a mathematics lesson in Year 5, the teacher's knowledge of the numeracy strategies enabled pupils to gain a very clear understanding of 'improper fractions.' Teachers have high expectations of all pupils and ensure that pupils make good progress as they move up the years. As a result, most pupils concentrate well and gain in knowledge and understanding progressively in most subjects. For example, in an English lesson in Year 4, the teacher's high expectations of what pupils can do meant that pupils successfully scanned the text for compound words and produced high quality written work.

24. The activities provided for the children in the nursery and Reception are very appropriate, offering them challenges and ensuring that they are interested and involved in their learning for a

considerable time. This was seen in many lessons in the nursery where children rose to the teacher's challenge. They are developing good speaking and listening skills, as one child explained clearly that 'caterpillars turn into cocoons.' Activities are well linked, supporting the acquisition of basic skills such as literacy, numeracy and independent learning.

25. Relationships between teachers and pupils are very good across the school. This means that the learning atmosphere in lessons is good, where pupils feel safe and valued and learn well. Pupils respond positively by valuing their teachers and what the teachers have to teach. Good examples were seen in the nursery where very good relationships between the adults and the children provide a safe and rich learning environment for the newly arrived children.

26. Teachers use assessment information well to check pupils' progress in lessons. However, this information is not yet used effectively to track the progress of individual pupils over time. Questions are well used to ensure that all pupils have an opportunity to contribute and to gain in understanding. Teachers' understanding of how children learn is consistently good. Marking of pupils' work is satisfactory but it is not always used effectively to suggest how pupils can improve. In some lessons where teaching is less good, there is an over-reliance on worksheets. Sometimes in mathematics for example, pupils have two or three worksheets and spend too long practising a skill they have already understood. This slows their progress and they have less time for using their knowledge in investigations or problem solving.

27. Pupils with special educational needs have appropriate individual education plans that are understood by their class teachers. In almost all lessons teachers plan work at different levels of difficulty to suit different pupils in the class. This means that special needs pupils are catered for well in most subjects. They may also receive effective and skilful help from classroom assistants who work in partnership with class teachers. The support teacher and teaching assistant give extra help to small groups of special educational needs pupils in the special needs room. These sessions are designed to build up their reading, writing and organisational skills. This additional special needs work for pupils is well planned and carefully structured, allowing for useful repetition and reinforcement whilst giving pupils success. Pupils with special educational needs are keen to work hard and this helps them learn and achieve well although one or two have very low self belief and easily become disheartened when they come up against challenges.

28. The few pupils who speak English as an additional language and are at early stages of learning English are not always supported effectively. Although teachers identify pupils with English as an additional language in their planning files there is rarely a reference to them in lesson plans. The majority of pupils work within middle and higher ability groups and make at least satisfactory progress in lessons. On occasion, pupils whose understanding of English is less secure and who are new to using specific apparatus may struggle to achieve because no one has checked if the pupil knows what to do. For instance, in a numeracy lesson a Year 2 pupil did not understand how to use a 100 square and needed this help in order to achieve the task.

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

29. Overall, the quality and range of the curriculum provided by the school are good and promote the aims of the school well. It includes all subjects of the National Curriculum, together with religious education. The curriculum meets all statutory requirements and offers pupils a good range of opportunities. Appropriate policies and schemes of work are in place for all subjects and each receives an appropriate amount of teaching time. Long-term and medium-term planning is good and provides for the coverage of all National Curriculum programmes of study. Subject co-ordinators monitor the planning to ensure that all aspects of their subjects are being taught in sufficient depth and at an appropriate level for the age and abilities of the pupils. Team curriculum planning in year groups enables a strong system of curriculum planning to ensure equality of teaching and education across year groups. Weekly plans are detailed and focus on key objectives that meet the differing learning needs of pupils well.

30. The school's strategies for teaching literacy and numeracy have proved effective in raising standards and by the age of 11 pupils are attaining standards above the national average. Literacy and numeracy lessons are well planned and both subjects are taught effectively throughout the school. The provision for personal, social and health education is good with a detailed scheme in place. Sex education and the use and misuse of medicines and drugs are taught as part of personal, social and health education and through the science curriculum. Pupils are provided with accurate information which promotes positive attitudes to a healthy life style.

31. Overall, the quality and range of learning opportunities for children in the nursery and reception classes are very good. The planning is detailed and takes full account of the six areas of learning as recommended in the curriculum guidance for the Foundation Stage. A strong emphasis is placed on providing first-hand experiences of quality.

32. The curriculum gives limited opportunities for pupils with English as an additional language to demonstrate their spoken or written skills in their home language. One child would not admit he spoke another language at home and there are few examples in the school to show how their languages are valued. All pupils are fully included in the life of the school, enabling them to benefit from the many learning and social opportunities provided.

33. The curriculum gives good opportunities for pupils with special educational needs to benefit from all that the school provides. In most lessons teachers have planned work that supports pupils of all abilities, helps them progress and develops their skills well. Pupils are taken out of class to receive extra help if they have special needs which means that they miss parts of other lessons. Most teachers are careful to brief pupils who have missed out in this way but not all are as good as each other. The extra help is however well focused and improves pupils' skills particularly in literacy and numeracy. Teaching assistants are used very well to help pupils with learning needs and to help them get the most from school.

34. Extra-curricular provision is very good and pupils are able to take part in a very wide range of activities. Examples include drama, gymnastics, country dancing, maypole dancing, a green club. Pupils can learn to play the recorder, guitar and sing in the choir. Pupils are also able to take part in a wide range of sporting activities that include football, tennis, netball, athletics and cricket. Pupils in Year 3 and 4 receive tennis coaching from the Hillingdon Academy of Tennis, while pupils in Year 5 benefit from the coaching provided by Hayes Football Club. A parent and the headteacher train the Year 6 football team. The school has achieved success in gymnastics and swimming as well as the team games.

35. The additional activities undertaken by the school are wide and varied and add an extra dimension to the planned curriculum. These include visits to the British Museum, Natural History Museum, London Zoo, Iver Study centre, Thorney Park, Birdworld and Hampton Court to supplement classroom work in several curriculum areas. The school also welcomes many visitors each year who talk and work with the pupils. These include drama and dance groups, Tops Tennis, a Roman legionnaire, Victorian butler and representatives from the Police Service. The 'Life Education Bus' visits regularly to teach pupils about health and drug awareness. In addition, pupils in Year 6 take part in the Metropolitan Police Young Citizen Project. Through all these visits and visitors, the pupils learn a great deal about the outside world. However, although there are many visits from leaders of the Christian church, there are no visitors that represent other religious faiths. A significant contribution to the curriculum is the residential visits to Oxford and the Isle of Wight for pupils in Years 5 and 6.

36. The very good links with the local community make a positive contribution to pupils' experience and learning. The school invites over 100 senior citizens to a party that is funded by the pupils in Year 6. The maypole dancers have entertained at Hayes town centre, Uxbridge and at the school's summer fêtes and the choir has sung at various senior citizens' homes and at The Pavilions in Uxbridge. As a church school there are many links with a number of Christian places of worship and it has lent its support to St Mary's Church Flower Festival. The school has close links with businesses based at Stockley Park, one of which provided a grant to help fund

computers for the school. A fun run is to be held there. A well-known toy manufacturer also uses the school for pupils to try out the new toys they produce. A recent initiative taken by the school is to secure the support of a major local employer to help launch a Reading Partners Scheme. Links with other educational establishments are satisfactory. The school has strong links with the local playgroups and there is close liaison with the local secondary schools to help ease the transition for Year 6 pupils. Although teachers meet with others from nearby primary schools to discuss curriculum developments, there are few links with members of staff in the secondary sector.

37. The provision for pupils' spiritual, moral, social and cultural development is good overall. Pupils' spiritual development is good. It is enhanced through religious education where they learn about world faiths and in assemblies. Here, pupils enter reverently into an atmosphere of calm created by the well-chosen music. The focus is mainly Christian and pupils take part in prayers and have time for real reflection. The school has its own prayer and pupils share their own prayers at lunchtimes and at the end of the day. Pupils are encouraged to develop an appreciation of, and wonder at, the wonders of the natural world, for example through the use of the school grounds for environmental studies in science and geography lessons. Pupils show a real respect for others and a mature understanding of those who are less fortunate than themselves. This reflects the ethos of the school community well.

38. Provision for moral development is very good and is a strong indication of the importance the school puts on this aspect of school life. This is a significant improvement since the last inspection when it was said to be sound. All staff provide very good role models and are consistent in the way they show respect for both pupils and other adults. The school has a very positive approach to the management of behaviour. Rewards such as merit badges and the high profile achievement presentations, accompanied by the headteacher's praise, are successful in building pupils' self-esteem and respect for others. Pupils are taught right from wrong from an early age and are actively encouraged to reflect on their behaviour and the impact it has on both adults and other pupils. The school has its own whole-school charter, lunchtime and wet playtime charters. Pupils discuss and decide on their own class charters, which are displayed in the classrooms and to which they adhere very well. Through their sporting activities, pupils are developing a healthy sense of competition, an awareness of rules and pride in their team's achievements.

39. The school makes very good provision for pupils' social development. This is an improvement on the judgements made at the time of the school's last inspection when it was good. The school creates a strong sense of identity as a very caring community in which everyone is respected and supported very well. There are valuable opportunities for pupils to work collaboratively in lessons such as science, literacy, design and technology and geography. Older pupils have many opportunities for taking on responsibilities in and around the school, such as wet play monitors, infant playground duties, office monitors and library duties. The 'buddy' system where pupils from Year 6 provide support to Year 3 and Year 4 pupils for spelling and reading works well. Pupils are democratically elected as house captains and the school is working on the development of a school council. The school has worked hard to provide support and raise money for many charities, such as the Children's Society, Mozambique Well Appeal, the Sunflower Appeal for Michael Sobell Hospice and the Red Cross Appeal. Local elderly residents are invited to the school's Christmas service and Harvest Festival gifts are distributed to the senior citizens. There are valuable opportunities to develop pupils' social skills in the many extra-curricular activities.

40. The provision for cultural development is satisfactory. An appreciation of the culture of this country is carefully established. History topics develop pupils' awareness of the Romans, Ancient Egypt, Tudor life and people's experiences of World War II. Aspects of work in geography, art, dance and religious education offer appropriate opportunities to explore other cultures. For example, pupils in Year 3 study Hinduism and in Year 6 they study Islam. Art and geography provision allows pupils to create their own fabric printing based on their study of Kenya. In association with this topic a group of African dancers were invited into the school. Although the school rightly values its place in the local community and has planned cultural development into subjects of the curriculum, there is limited promotion of multicultural awareness to prepare pupils

for citizenship in a multicultural society. Neither does the school have a sufficient range of resources that fully reflect cultural diversity.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The arrangements for the care and welfare of pupils are very good. They are strengths of the school and have remained so since the last inspection. Good relationships between all staff and pupils ensure that each child is supported well in both their personal and academic development and detailed records and comprehensive systems underpin this.

42. The school has good procedures for Health and Safety. A policy is in place and members of the governing body regularly carry out site inspections. The site manager has had training in this area. The headteacher is the named person for child protection and relevant records are kept. There is a well-stocked, comfortable medical room and very good coverage for first aid. The welfare assistant knows all the children well and is very caring. Detailed records of incidents are kept.

43. The implementation of the behaviour policy is very effective and is supported well by work in PSHE and in assemblies. Pupils understand the charters of behaviour and they are rewarded in a variety of ways such as house points, individual merit badges or smiley faces, all of which they are very keen to earn. No incidents of inappropriate or oppressive behaviour were seen during the inspection. However, the school has appropriate procedures in place to deal with this, for example, a home/school contact book records the daily attitudes of pupils whose behaviour gives concern. The positive approach taken by all staff towards behaviour means that class control is good and that all pupils are treated fairly. Lunchtimes and playtimes are supervised well.

44. Procedures for attendance are very good and are applied consistently. Registers are filled in accurately and unauthorised absence is low. The school secretary monitors attendance carefully and registers are checked each half term by the education welfare officer. The school promotes the importance of attendance well and parents are supportive in bringing their children to school regularly and on time.

45. Much work has been done in the area of assessment since the last inspection and the procedures to assess children's progress are good. Assessments are used well to inform short and medium-term planning and pupils are well aware of the individual targets they have in English and mathematics. There is assessment in the core subjects and in most foundation subjects. Folders of each pupil's work are assembled throughout their time at the school and demonstrate the progress they are making. The school has transferred all data onto a data base and uses an ICT technician to facilitate this. The school is able to analyse national test results in detail and is beginning to track pupils' progress in all year groups. This identifies that pupils in Year 3, for example, are making less progress than in other years but it is not yet used to track the progress of individual pupils or to check if there are any dips in their performance. This means the school cannot explain clearly any variations in pupils' progress over time, or identify the reasons why this might happen, so that it can push standards higher.

46. There is limited recording of the attainment of the English language skills of pupils for whom English is an additional language. The school keeps a register of pupils' home languages, ethnic backgrounds and some additional information. However, it does not identify the pupils' competence in English when they arrive in school or when they progress to the next stage. There are no indications of the steps taken which pupils need to make to become competent English speakers and writers. Although the stages of language acquisition identify listening, speaking, reading and writing as separate categories in which pupils may achieve at different levels, the school's records show only one level. This does not identify pupils' individual strengths and weaknesses in learning English.

47. Staff working with special educational needs pupils have had a long association with the school and know the families very well. The learning requirements of these pupils are well

understood by class teachers and the special educational needs co-ordinator. They liaise carefully with the parents of these pupils in order to include them in identifying the help their children are to receive. Individual education plans and statements of educational need are thoughtfully followed to make sure that pupils' needs are met. Careful records are kept of the progress of these pupils. Pupils come off the school's special educational needs register when they no longer need support. The new special needs Code of Practice has not yet been put in place but this is to happen shortly.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. The effectiveness of the school's partnership with parents continues to be a strength of the school. Parents have very positive views of the school. Two thirds of parents strongly agreed that teaching is good, that the school is well led and managed, and that they would feel comfortable about approaching the school with questions or a problem. The same number also strongly agreed that children are expected to work hard and that their child likes school. These views were also stated at the meeting where parents also said that they were very happy with the attitudes and values that the school promotes, and the high standards of behaviour. They also commented that all the staff are very approachable and that they are given good information to help them support their child's learning. The findings of the inspection team support all the positive views expressed by parents. The main concerns raised by parents in the questionnaire were homework and activities provided by the school outside the curriculum. Both of these were judged by the inspection team to be very good.

49. Parents receive very good information about the school. The prospectus and annual meeting for parents meet statutory requirements and are well written and accessible. At the start of each term parents are given information about the curriculum that will be covered and meetings are held on specific topics such as reading, national tests and secondary transfer. There are termly meetings for parents to discuss their child's progress and reports are detailed and meet requirements. They are well written, clearly show strengths and areas for development and are appreciated by parents. A weekly bulletin keeps parents up to date with what is going on at school. The Annual General Meeting is well attended and the school uses this occasion to inform parents about aspects of the curriculum such as science. The school has run a number of successful Family Literacy programmes and is opening a new family room in January.

50. The contribution of parents to children's work at school and at home is very good. They ensure that pupils attend regularly, are punctual, are dressed in school uniform and have the appropriate PE kit. The majority of parents ensure that children complete their homework and hear children read regularly although this lessens as the children become older. Parents are invited into school to assemblies and concerts. Church services are open to parents and the community. The Parent Teacher Association raises considerable funds for the school through events such as the summer fair, a firework display and a barn dance. A number of parents help in the classroom and others help with trips.

51. Parents of pupils for whom English is an additional language or who are from ethnic minority groups make a good contribution to the curriculum. They help with materials for learning and contribute to religious education about other faiths.

52. Parents of pupils with special educational needs are involved in annual reviews of their progress, in setting the targets for individual education plans and with day-to-day information. Most parents spoken to were very happy with the help their children received. Parents commented on how easy it was to talk to a teacher to find out how their children were getting on and that teachers would put themselves out to help pupils having difficulties.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The school is led and managed well. The headteacher provides effective leadership in developing and managing the school and is well supported by other senior managers and the governors. He ensures a clear educational direction for the school and, in partnership with the

senior management team, takes appropriate action to meet the school's targets in raising standards. The co-ordinators' monitoring roles are appropriately developed.

54. The governors, particularly key members, support the school and are well informed about its work. They participate fully in the review and development of the school improvement plan. Through its committees, the governing body has a good oversight of the standards attained by pupils, provision and of monitoring staffing arrangements and resources. All statutory requirements are fully met.

55. The provision for special educational needs is appropriately co-ordinated and managed. Money identified for supporting pupils with special educational needs is well used for that purpose. The named governor is well informed and has a good working relationship with the co-ordinator. Teaching assistants have all been trained by the school to teach and support pupils with special educational needs well.

56. The co-ordinator is just beginning to develop her role with regard to pupils with English as an additional language. An action plan provides staff and the co-ordinator with a limited plan for developing the school's work. Tasks are broad and the time scale is not clear. Staff are not fully aware of the learning needs of these pupils. Resources are limited and do not reflect different cultural backgrounds. There are limited dual language books to support pupils and parents. The school is aware of the need to develop resources in order to raise the self esteem of all its pupils.

57. The school is committed to its ethos of promoting equality of opportunity. Each pupil is valued and respected. The school provides enrichment through offering a good variety of visits and many extra-curricular clubs that are well attended.

58. The school has sufficient, suitably qualified and experienced staff to meet the demands of the National Curriculum. There is a sufficient number of teaching assistants who are appropriately trained to support pupils effectively. The strategies for performance management are appropriately implemented and staff development is effectively linked to the school improvement plan. The co-ordinators monitor their subjects through checking teachers' planning and pupils' work. The headteacher, assistant headteachers and the core co-ordinators monitor teaching effectively.

59. The induction programme is good and consistently applied. Newly qualified teachers and new members of staff receive good support. In addition to the local authority training, newly qualified teachers are well supported by the headteacher and their mentors.

60. The school is surrounded by very pleasant grounds and woodlands, providing very good resources for outdoor activities in a serene environment. The outside environment is used very efficiently to enhance pupils' learning. The school building is planned to be extended soon to provide pupils with good quality indoor accommodation. Resources for learning have been improved across the curriculum over the past years and are now adequate in quality and quantity to meet the needs of the curriculum.

61. The school has a thorough approach to financial planning. The chair of the finance committee manages financial planning efficiently, in collaboration with the headteacher. The draft budget, carefully prepared by the headteacher in consultation with staff, is presented to the governing body for approval, with appropriate reference to the school improvement plan. Specific grants are used effectively and monitored efficiently. The governors apply the principles of best value in all spending decisions and closely monitor its impact on financial planning.

62. The deployment of teaching and support staff is very effective and ensures efficient management of the school. Resources are used well to enhance pupils' knowledge and understanding in all areas of the curriculum. Good use is also made of visitors and outside visits to enhance pupils' learning. The school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. To raise standards further and improve the quality of education the governors, headteacher and staff should:

1. ensure that all staff are trained appropriately to become sufficiently knowledgeable about the learning needs of the minority ethnic pupils;
(paragraphs 28, 32, 40 and 46)
2. ensure that information gathered from individual assessment is used to push standards higher by:
 - checking whether pupils are making enough progress from one year to another;
 - identifying variations in the progress of individual pupils;
 - identifying strategies for improvement.
(paragraphs 26, 45 and 80.)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	90
Number of discussions with staff, governors, other adults and pupils	19

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	25	42	22	1	0	0
Percentage	0	28	47	24	1	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	27	408
Number of full-time pupils known to be eligible for free school meals		15

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	77

English as an additional language

	No of pupils
Number of pupils with English as an additional language	44

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	23
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence

	%
School data	4.8
National comparative data	5.6

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	32	26	58

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	28	30	32
	Girls	23	24	23
	Total	51	54	55
Percentage of pupils at NC level 2 or above	School	88 (96)	93 (89)	95 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	28	32	32
	Girls	22	21	21
	Total	50	53	53
Percentage of pupils at NC level 2 or above	School	86 (93)	91 (88)	91 (89)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	23	35	58

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	18	21
	Girls	30	28	30
	Total	49	46	51
Percentage of pupils at NC level 4 or above	School	84 (89)	79 (76)	88 (93)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	17	21
	Girls	28	25	28
	Total	45	42	49
Percentage of pupils at NC level 4 or above	School	78 (84)	72 (80)	84 (87)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	19
Black – African heritage	15
Black – other	23
Indian	15
Pakistani	2
Bangladeshi	0
Chinese	0
White	275
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	3	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	16.6
Number of pupils per qualified teacher	24.6
Average class size	29.1

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	27
Total number of education support staff	1
Total aggregate hours worked per week	
Number of pupils per FTE adult	13.5

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	882,586
Total expenditure	870,257
Expenditure per pupil	2,171
Balance brought forward from previous year	-2,780
Balance carried forward to next year	9,549

Recruitment of teachers

Number of teachers who left the school during the last two years	7.4
Number of teachers appointed to the school during the last two years	5.6
Total number of vacant teaching posts (FTE)	
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	453
Number of questionnaires returned	113

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	27	3	2	0
My child is making good progress in school.	65	33	2	0	0
Behaviour in the school is good.	51	45	2	1	1
My child gets the right amount of work to do at home.	39	48	7	2	4
The teaching is good.	72	23	3	1	2
I am kept well informed about how my child is getting on.	52	41	7	0	0
I would feel comfortable about approaching the school with questions or a problem.	69	26	3	3	0
The school expects my child to work hard and achieve his or her best.	69	27	2	1	1
The school works closely with parents.	57	36	6	1	0
The school is well led and managed.	71	22	4	1	3
The school is helping my child become mature and responsible.	61	36	3	0	0
The school provides an interesting range of activities outside lessons.	42	35	12	1	10

Summary of parents' and carers' responses

[text] [replaces the table when there are fewer than ten returns]

Other issues raised by parents

[text] [a short comment should be included if applicable]

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

64. Attainment on entry to the nursery is below average in personal, social and emotional development in comparison with that expected for three-year-olds. However, it is in line with what is expected for this age in communication, language and literacy, mathematical, creative and physical development. In nursery and Reception, children make good progress and by the time they enter Year 1, most children attain in line with what is expected for children of this age, and some exceed the expected levels. The provision for children with special educational needs and those with English as an additional language is good. All children make good progress and achieve well.

Personal, social and emotional development

65. Children make very good progress in personal, social and emotional development. Standards for most children by the end of the reception year are above what is expected for children of this age. Development of this area of learning is given high priority, and this makes a good contribution to children's achievements across the curriculum. In nursery in particular, children are very well supported by all staff. Activities are well planned and specifically targeted to support children's development in this area. For example, many children enter nursery unaware of how to play with others or in particular how to share toys or bikes with each other; many are also very concerned at leaving their parents for the first time. By the time they go into the reception classes the well-organised activities, such as indoor and outdoor play, ensure that children learn how to collaborate and share toys. Nursery children are specifically encouraged to play together, for example, in role play in the 'Vets.' They are very willing to share the pleasure and enjoyment which they experience from their activities, for example, in the 'new' car wash which they drive their bikes into and then take great pleasure in washing them. They undertake this activity very seriously, after washing their bikes, they then take them into the garage and check the tyres and that the bike is safe to ride! Children are very keen and eager to join in activities, and very willing to share them with adults and their friends alike. They already know the systems and routines well despite the fact that some of them have only been in nursery for one term, and play imaginatively with the plastic play bricks and people, toy animals and with construction sets.

66. In reception they play well together in larger groups showing good imaginative skills when playing in the restaurant and café. They are very creative in making up 'delicious' dinners such as sausage and fruit and soup with oranges! Teaching is consistently good in reception, and very good in the nursery. Teachers are well supported by the very good nursery nurses and classroom assistants. Good behaviour is promoted through effective teaching. The staff have consistently high expectations of children's behaviour and attitudes to learning and children respond accordingly. They explain and reinforce good behaviour and explain why it is important. This was particularly noticeable in a physical education lesson in reception, where the teacher set high standards of expectation of behaviour and children responded positively. Staff place strong emphasis on the development of social skills, and activities are appropriate to the ages and needs of the children. For example, in nursery, children had a wonderful time working as a team, playing imaginatively in the role play corner at 'Vets' They worked well together to cure the sick animals. Assessment of children's needs is good and mainly undertaken through observation. It is recorded very well indeed in the nursery and reception classes. This information is used effectively as records of individual children when they go on to Year 1.

Communication, language and literacy

67. By the end of their time in the reception class, the attainment of children in reading, speaking, listening and writing is what is expected for this age.

68. Nursery children learn how to sound out alphabetical sounds, and are starting to pick out their own and other children's names around the classroom. All children choose books which they can take home to support their learning, but few are able to read them, although they are all willing to talk about what they can see in the books. In nursery, children enjoy books and they particularly enjoy listening to stories, such as, 'The Very Busy Spider'. They respond with excitement in these situations. They listen well with interest. When using books themselves they know how to look at them from the front to the back of the book, and from the top to the bottom of the page. Children in nursery and reception take books home regularly. In both nursery and reception children follow simple instructions, and carry out tasks such as making ladybirds out of play dough and making houses for toy animals.

69. The classes are well set out, with paper and pens readily available so that children can engage in free writing. This is particularly well used in the reception class, where pupils chose the writing table as free activity choice. Older children can write their name independently, but younger children are still at the stage of putting marks on paper to represent words. All children are encouraged to re-tell stories in their own words. This is a good technique which supports the children's early language development.

70. The quality of teaching in this area is very good in both nursery and reception. Lessons are well planned to foster enjoyment and to encourage speaking and listening skills. This contributes to improving children's attention to tasks. Teachers are very good at encouraging pupils to listen when whole-group activities are taking place and when new skills are being taught. For example, in the Reception class in the introduction to a mathematics lesson, children were introduced to the concept of 'heavy' and 'light' very effectively. The teacher brought in a see-saw and used the children themselves to demonstrate the concept of balancing, and heaviest and lightest; not only was this great fun, but the children had a strong practical, visual focus, with which to remember what they were being taught. This not only supports the learning of new concepts in mathematics but also successfully increases pupils' levels of concentration and listening skills.

71. Elements of the national Literacy Framework are introduced gradually in the reception classes and are well used by teachers to meet the needs of the children. A good understanding of letter sounds is developed through both formal and informal activities. In the nursery class children enjoy tracing letters from ready prepared cards and learning what the sounds are that they represent. Although older children in the reception classes are beginning to successfully use their knowledge of letter sounds when they try to write unaided, many are still at the early stages of ascribing meanings to marks and some find it difficult to form recognisable letters.

Mathematical development

72. Children's mathematical abilities are as expected for pupils of this age when they start in the nursery, although some have difficulties in using and understanding the vocabulary associated with practical mathematics. Children make good progress and most are likely to exceed the expected standards by the time they enter Year 1. Good teaching in the nursery and reception classes helps all children to extend their knowledge and understanding and achieve well. In the nursery, for example, when pupils are making spiders they are encouraged to count the correct number of legs for their spiders. One girl believed that she had counted out the correct number of legs but when the nursery nurse asked her to check she discovered that there were only seven legs. She was aware that this was not enough but unsure what else was needed, a boy chipped in very quickly, 'if you've got seven you need one more to make eight.' This is above average attainment for children of this age.

73. The children are provided in both classes with a wide range of practical experiences such as building with bricks, printing simple patterns, counting games, matching activities and sand and water play as well as many sorting and counting opportunities. The more formal activities for mathematics are effectively introduced to the children in the reception class through the framework for teaching numeracy. They are able to recognise numbers up to 20 and can say what number comes after for example, 11, and the number that comes after 20. This area of learning is well

taught and attainment in mathematics is good at the end of reception; the children make good progress in their number recognition. Teachers have very good subject knowledge, which supports pupils' learning. Most children in nursery are beginning to count to 10 and older children can recognise simple shapes such as circle and triangle. Teachers encourage the use of appropriate language, for example, in a physical education lesson in Reception where children followed instructions such as, go over the apparatus, or under, through, and backwards. The work is well planned in both classes and classrooms are also used effectively to display numbers.

Knowledge and understanding of the world

74. Children make good progress in this area and exceed the expected standards by the time they enter Year 1. In the nursery, children show curiosity in their surroundings and are encouraged to explore, investigate and ask questions. The good curriculum offers them a wide range of experiences to expand their knowledge of the world around them. Activities are well planned to enable children to explore aspects of the environment and to relate the work to their own experiences. Discussion forms an important part of their work and children are encouraged to be observant and describe what they see. For example, in the nursery children have been studying the life cycle of a caterpillar and they are encouraged to look at them closely and describe what they can see. They are very eager to share their knowledge with visitors. They understand what happens to caterpillars and use the correct vocabulary such as cocoons. This is good attainment. In another activity the teacher worked with a group of children outside looking for minibeasts. They were very excited when they found some. Later, in quiet time on the carpet, good teaching allowed children to match pictures of some of the minibeasts which they found outside. In Reception, some good work was also undertaken, with pupils writing down the numbers of minibeasts which they found on the trunk of a tree in the reception garden. This is an excellent way of not only developing the children's observation skills and knowledge of the world around them but also their language, speaking and mathematical skills and ensures that their learning is practical and relevant to their own needs.

75. Children in the nursery show good making skills and, by the time they enter the reception classes, have developed a good sense of how things join together and make imaginative models. Children learn to operate the computer confidently using the mouse to select items they want. They are given adult help as required. The programmes give good opportunities for children to develop and reinforce their skills in a variety of areas. Careful consideration is given to supporting children. The quality of teaching is good, lessons are planned well and all adults use good questioning skills to develop children's knowledge and understanding.

Physical development

76. Children in the nursery achieve broadly what is expected for children of this age. They show increasing control and skills when using the wheeled toys outdoors and develop an awareness of space around them.

77. There is a large safe, interesting outside play area attached to the nursery which provides a good amount of challenge to enable all children to gain confidence and extend their skills, for example in running, jumping, climbing, and balancing. Every day there are different activities. This is also the same for children in reception classes. For example, in a physical education lesson, children, used controlled movements on the apparatus and followed the teacher's instructions so that they could use the apparatus in a variety of ways, such as, climbing, travelling and moving around it in different ways. Children's physical development is in line with expectations for their age and they continue to make good progress. Children in reception also have their own designated play area and this is used well to support their physical development. Good opportunities are provided for the children to develop their finer manipulative skills in both the nursery and reception for example, in cutting and sticking paper to make pictures, modelling with scrap materials, and using different tools for painting. They are also provided with an appropriate range of modelling materials such as play dough, which children in nursery use to make ladybirds with and then they count the number of spots which they put on them, thus using their mathematical skills as well.

Teaching is good throughout this area of the curriculum, and teachers plan well to ensure that all skills are fully developed.

Creative development

78. Children attain in line with the expected level in this area. A good range of activities with well-focused adult support and encouragement means that children make good gains in learning and most reach the standards expected. Children start from a fairly basic level of skill when they enter the nursery and make good progress through a wide range of experiences in art, music, story making and imaginative play. They learn how to play alongside others who are engaged in the same theme and use props and resources with imaginative skill. For example, when playing imaginatively the role of 'vets', adults join in role-play activities and help children to develop their ideas and gain confidence. Children use paint imaginatively and print with different objects. In reception, many children enjoy playing with toys to act out their own stories.

79. The nursery and reception classrooms provide a stimulating environment for children to work in and this aspect of learning is very well supported by the sensitive intervention and good teaching by all adults.

ENGLISH

80. Standards in English are above average in Year 2 and Year 6. Pupils make good progress from the time they start at the school because teaching is generally good and because of the good foundation made in nursery and reception. Progress after Year 2 to Year 6 is steady but is particularly good in Years 5 and 6. Information about the progress of each pupil is now being collected. This identifies that pupils in Year 3 are making less progress than in other years. Compiling this useful pupil attainment information is comparatively new but it is not yet used to track the progress of individual pupils or to check if there are any dips in their performance. As a result the school is not in a strong position to explain variations in pupils' progress over time and identify why this happens and what can be done to make it right.

81. Results in the National tests in Years 2 and 6 over the past few years show that standards have been at least average and in Year 6 have been above average. Work in lessons and in pupils' books during the inspection indicates an improvement in standards in Year 2 with many pupils achieving well. Improvement since the last inspection has been good.

82. In Year 2 pupils are enthusiastic about English; their handwriting is well formed and they are routinely writing in good sentences with appropriate punctuation often using interesting connecting words. They love reading and have a good knowledge of different genres; they are able to talk about many different authors and to describe why they like their personal favourites. They have a good phonic knowledge developed over the last two years since the school adopted a multi sensory phonic teaching approach. Their phonic knowledge not only helps them read but means that their spelling is good. Even when they do not know how to spell a word pupils make very good phonetic attempts. Pupils use technical language readily, they talk about alliteration and suffixes, and take great pleasure in amazing their teacher that they know what ellipses are.

83. In Year 6 pupils have a fluent and often personal writing style. They write cogent and persuasive arguments such as when asked to give their personal views on whether to have uniform or not. Their points of view are well put and include the cost of designer clothes versus the cost of uniform and the dangers of peer pressure and envy as well as being lost on school outings and that purple does not suit them! Their vocabularies are good and literacy lessons add a great deal to this, expecting pupils to expand the scope and complexity of the language they use. They are fluent and enthusiastic readers with a wide knowledge of different styles of writing and authors.

84. Throughout the school pupils speak well, have the self-confidence to speak to individuals, in small groups and often to their class or to the whole school. They can explain themselves clearly and enjoy answering questions and taking part in conversations. Pupils with special

educational needs do well in English as they are supported well in lessons by the teachers' good organisation of work and those who are withdrawn for extra help have well structured repetitive skill teaching that generally meets their needs. In most literacy sessions Year 6 pupils are split into three groups rather than two classes and this allows a small group of pupils who find the subject difficult to be taught together. There are a small number of pupils who speak English as an additional language. Most are fluent English speakers who flourish with the good teaching in many classes' English lessons. On a tiny minority of occasions teachers lack of instruction in the individual part of English lessons causes pupils with English as an additional language to struggle.

85. Teaching is good overall. The literacy strategy is used very well throughout the school. Lessons are tightly planned and have very clear learning objectives which teachers share with the pupils in language they understand. Often teachers ask pupils to read from the board and explain what they will be learning and why it is important. This helps every pupil understand the purpose of their work. The clear structure of the literacy strategy helps teachers who have less experience give pupils suitable work.

86. The beginning and end of literacy sessions where the teacher teaches and pupils interact are very good. These sessions are characterised by:

- lots of interesting and searching questions which challenge pupils to think and to formulate coherent answers;
- opportunities to play with words and to see common patterns in spellings, identification of punctuation and its purpose in writing;
- chances to increase vocabulary and examine the meanings of words;
- presentation of pupils' ideas and their recall of information.

87. The end of lessons are used well to rehearse what has been learnt very effectively and give pupils a good understanding of the progress they are making.

88. Teachers have a good understanding of the literacy strategy and other aspects of English and they are well supported by the team of literacy co-ordinators who offer effective guidance and ideas. English is beginning to contribute a great deal to pupils' personal development and understanding. In some lessons, in Year 5 for example, the pupils are looking at stories that give an insight into other cultures and the similarities and differences in people's lives. In Year 4 pupils are exploring sensitive issues of personal feelings in a variety of situations including the separation of families.

89. In almost every English lesson the tasks given to pupils are carefully chosen to challenge them and to do this teachers plan work at a variety of levels of difficulty. This ensures pupils get the most out of lessons and make good progress. Teaching assistants provide very effective support to groups and individual pupils in lessons, often ensuring that work of different levels of difficulty can take place effectively. They work in partnership with teachers effectively as they are well trained, well prepared and have good relationships with the pupils.

90. The school is developing opportunities for pupils to write at length and in a few of these extended writing sessions, and occasionally in literacy sessions, pupils are given too long to write independently without time constraints or tight targets. The outcome of this is that the pace of their work slackens and their productivity drops. Tracking pupils' attainment and progress and developing independent writing would improve standards.

91. Personal English targets are set for pupils; these are written on cards and kept with each pupil's book so they can be referred to in lessons. They are consistently used in all classes and are a very helpful strategy for helping pupils progress. Pupils can all explain what they need to do next to improve. Marking at its best also refers to these targets and gives pupils excellent information about exactly what they are doing well and the next steps they need to take. Homework again is consistently set and well produced, reinforcing and extending the work set in

class. Year 2 parents, for example, receive excellent guidance about how to help their children in English.

MATHEMATICS

92. Standards in mathematics are above average for pupils by the end of Year 2 and Year 6 and pupils make satisfactory progress across the school. This is because the quality of teaching is generally good and often very good. Standards are average when compared with similar schools. The school has maintained standards at a similar level since the previous inspection.

93. Pupils in Years 1 and 2 have a good understanding of number and use number bonds to calculate numbers to 100 and beyond in mental and oral work. They use a wide range of strategies for adding and subtracting such as rounding numbers up and adjusting their answers, or working confidently with tens and units. Some pupils in Year 1 are making good progress at identifying missing numbers in calculations with the use of appropriate apparatus. Many pupils in Year 2 know their 2, 5, and 10 times tables and count confidently in multiples of 2, 5 and 10. This gives them a good understanding of counting money. They have good knowledge of two- and three- dimensional shapes and talk about the numbers of sides and faces they have. They identify lines of symmetry in regular shapes and know that there may be more than one way of dividing shapes into fractions, for instance quarters, halves and eighths. In simple investigations they draw up tables of results and record their findings in Venn and Carroll diagrams. These are used effectively to discuss their findings.

94. Pupils in Years 3 to 6 continue to make good progress and have a wide range of strategies for making written, mental and oral calculations. They confidently explain their workings using correct mathematical vocabulary and use subtraction or division to check their answers to addition or multiplication calculations using money, time, weight, and length. They solve money problems calculating the VAT on goods and relate percentages to fractions. The majority of pupils measure angles in shapes accurately and learn about regular and irregular shapes although some lower ability pupils need consistent additional help to understand. The majority of pupils use simple formulae to calculate perimeters and areas of shapes. Pupils have good understanding of probability and are able to identify which number operations are required in mathematical investigations.

95. The quality of teaching is generally good and sometimes very good. Teachers have good subject knowledge and consistently create good opportunities for pupils to use mathematical vocabulary and demonstrate their understanding of different topics. Planning clearly identifies resources so lessons begin promptly with the correct materials being readily available. Teachers ask pupils questions throughout lessons to ensure they understand the topics being taught and as a result they sometimes adapt lessons to reinforce understanding to help pupils solve problems. Pupils refer to other topics they have learned showing they understand how different topics relate to each other. They build securely on their previous learning and understand what they need to do. Sometimes pupils have two or three worksheets which means they spend too long practising a skill they have already understood. This slows their progress and they have less time for using their knowledge in investigations or problem solving. However, they are very enthusiastic about the subject and work hard to achieve the tasks given. They often talk together about tasks, particularly when interesting investigations are shared in pairs. For instance, in Year 6 pupils shared their knowledge about signs and symbols in mathematics to work out number problems involving greater than and less than. Pupils generally listen very well to each other's ideas. Homework is used very effectively to support work carried out in class. Parents receive pupils' targets for each term in very clear and detailed letters and pupils generally return their homework promptly. Pupils have a very good understanding of their targets and refer to them regularly: for instance, in a Year 5 set pupils are responsible for checking their own progress in each target. Marking is sometimes less effective in supporting pupils' understanding of their progress. Work is often not dated making it difficult to check how much work has been completed over time.

96. The curriculum is broad and covers all the aspects of the National Curriculum. Provision for pupils with special needs is good. Support assistants generally provide effective support for these pupils and ensure they meet the learning targets set for them. Pupils with English as an additional language often work in middle and higher ability groups as their competency in English language is good, many of them coming to school already speaking English. However, the few pupils new to learning English do not always make sufficient progress. Numeracy skills are used well in other subjects. For instance, in science pupils calculate the numbers of bacteria which multiply in your throat overnight. In literacy, pupils identify the kinds of graphs and tables used in information texts.

97. Leadership of the subject is effective in maintaining the standards achieved and in identifying appropriate areas for development. The school has developed systems for tracking pupils' progress from Year 2 to Year 6 but these have yet to be used to track individual pupils from year to year and identify where pupils may have made less progress. The co-ordinator analyses optional tests effectively to identify the areas for further development. For instance, as a result of the analysis there is more emphasis on the teaching of fractions for older pupils and they have a good understanding of how to make calculations with more difficult numerators and denominators. Resources are satisfactory but there are only one or two computers in each class limiting the time each pupil can spend developing their skills.

SCIENCE

98. Overall, standards in science are average in Year 2 and Year 6. This judgement is similar to that reported for pupils in Year 2 in the previous inspection but shows a decline in Year 6 where attainment was judged to be well above the national average. The national test results for pupils at the end of Year 6 show a downward trend in standards since 1998 and the 2001 results showed that attainment was below that found nationally and when compared to similar schools. In response to the low standards, the school quite rightly identified science as an area for development. The science co-ordinator has worked with the class teachers to identify those pupils who fall below average and withdraws a group of pupils in Year 6 to help raise their levels of attainment. Teaching of science has improved, which is having a significant impact on pupils' achievement and is ensuring that they accumulate the relevant knowledge and understanding. The teachers' assessments at the end of Year 2 in 2001 show high achievement in securing higher levels. Throughout the school, there has been a significant improvement in attainment in experimental and investigation work. Pupils are given many well-planned opportunities to carry out their own experiments and learn scientific principles through a practical approach. This is working well to improve their knowledge and understanding of the subject, as well as making the work more interesting, enjoyable and relevant. Consequently, by the time pupils leave the school, they are now achieving the expected levels. Pupils with special educational needs and those with English as an additional language make satisfactory progress as they move through the school. The inspection finds no significant difference in the performance of boys and girls, both of whom achieve average standards.

99. By the end of Year 2, pupils name the main external parts of plants and understand what plants need to begin to grow. In a Year 2 lesson, pupils discussed what had happened to the sunflower seeds that they had planted the previous week. Through planting one set of seeds in soil with too much water, one with a little water and keeping one set in the dark the pupils recognised that seeds do need the correct amount of water and light to grow into plants. They demonstrated a good understanding of plant structure and came up with some well thought out reasons for plants having roots. An analysis of pupils' work show they know about the properties of a range of different materials. They can identify natural and man-made materials in the world around them and use scientific vocabulary such as opaque and transparent to describe the characteristics of the materials. Through their good quality investigations on forces and movement, pupils are introduced to the idea of measuring the distances toy cars travel when rolled down a ramp. They show an understanding of making their test fair and after making measurements using standard units, present their findings in a chart. At the end of Year 6, pupils have a good understanding of the need for fairness in their scientific investigations. They conduct a wide variety of experiments

and make a series of observations and measurements that are adequate for their task. For example, when investigating the effects of air and water resistance they make careful measurements of force using a force meter, draw diagrams to illustrate forces acting on an object and use terms such as upthrust and gravity to explain their findings. Their work on separating materials showed that pupils in Year 6 used their knowledge of solids, liquids and gases to decide how undissolved solids can be separated from liquids by sieving and filtering. Throughout the school, all aspects of the science curriculum are carefully taught and with an emphasis placed on providing suitable practical activities, pupils are developing a questioning approach that deepens their understanding.

100. The quality of teaching is good overall with a number of strengths that have a positive impact on the pupils' good learning in lessons. Teachers' planning is good and shows a good balance between investigations, factual learning and recording. It is done jointly by the teachers in each year group to ensure that all pupils have similar coverage of the curriculum. This also means that teachers can share their ideas and knowledge for the benefit of the pupils. Most teachers have a secure knowledge of the subject, which enables them to make useful teaching points that help pupils gain a suitable understanding of scientific principles. Teachers emphasise the importance of using the correct scientific vocabulary when pupils are asked to give an explanation of their work. This not only improves the pupils' knowledge and understanding but also enables the teacher to recognise any misconceptions the pupils may have and help to clear them up. The analysis of pupils' work supports this and indicates that most pupils use the appropriate scientific vocabulary when presenting their findings. The strength of the teaching of science and its impact on learning were well illustrated in the very good lessons observed in Year 6, based on an investigation to find out the factors that may affect plant growth. The standard of questioning was high and required the pupils to think carefully and tested their understanding. The task itself was challenging and involved pupils in having to use their understanding of what they know about the conditions for plant growth to interpret data and identify simple patterns. Good opportunities were provided for the pupils to devise their own investigation when they were asked to consider whether the size of a seed would affect plant growth. The level of interest was high and was maintained by allowing the pupils to explore and undertake an investigation for themselves. To make their test fair they knew that it was important to plant a number of different sized seeds but the amount of soil, water and light must be the same.

101. In Year 5 a similar approach to investigative science is effectively used to help pupils recognise that during exercise the heart beats faster. The teacher had the pupils outdoors carrying out their own planned physical exercise that involved making a number of suitable measurements of pulse rates before and after the exercises. The very good use of time spent in discussion about the outcome of the investigation ensured that the pupils were able to recognise that exercise raises the pulse rate and that it will eventually return to a resting rate. All pupils, including those with special educational needs and those with English as an additional language, learnt from this lesson, as they were encouraged to talk about and share their ideas. In all lessons, pupils are well supported and secure in their understanding of what they are going to learn. Teachers manage their pupils very well and create a good purposeful working atmosphere that helps pupils concentrate on their work without interruption. Where teaching is satisfactory there are missed opportunities to fully extend pupils' ideas to support the higher levels of attainment. Other relative weaknesses are the use of information and communication technology for pupils to record their findings. Although information and communication technology was evident in some science lessons, as for instance to input data into a graphing program, in general there was little evidence in the pupils' work to indicate that this has been extended. Pupils do however, have the opportunity to use a computer microscope and sensors to enhance their learning in science. Pupils' work is well presented and indicates that they have been thoroughly taught all aspects of the science curriculum.

102. Science is well supported by the Qualifications and Curriculum Authority guidelines that teachers use consistently throughout the school. This is having a positive impact on learning as lessons are similarly structured. Assessment procedures are good and teachers are becoming more adept at using the information to set appropriate work for all pupils. The subject co-ordinator,

although only part-time, provides good leadership and management through her very secure knowledge and understanding of the subject. She monitors pupils' work regularly and has had the opportunity to work alongside teachers. Science makes a good contribution to improving literacy skills through pupils writing well thought out reports. Numeracy is also helped by producing tables and graphs to display the results of experiments. The subject makes a good contribution to the pupils' spiritual, moral and social development, for example, through the study of living things in the environment and the opportunity to visit places of scientific interest such as the Natural History Museum, the Iver Study Centre. Pupils have also had the opportunity to experience a visit from the 'Learning Dome' and a planetarium to enrich their learning. There is a satisfactory range of resources for the subject. The school is very fortunate in having extensive grounds that not only includes a large wildlife area with a pond but also a delightful bluebell wood. These are used very well to support the teaching of environmental science.

ART AND DESIGN

103. Standards in art are above the expected levels in Year 2 and Year 6. Attainment in art is maintained at a similar level to the last inspection.

104. The quality of work observed in classrooms and displayed around the school shows a good level of achievement across the school in many aspects of art including collage, drawing, painting, printing and the use of colour. The three-dimensional work, such as 'dancing figure' is particularly good and shows that they have good skills in this medium. The art work on the overall theme 'Dr Triplett's School working in the community,' displayed at the entrance hall, reflects the high quality work on paintings produced by pupils from all classes, as a community. Displays like 'Life Force, and 'Tree of life' produced by pupils working with a local sculptor and a local woodcarver make valuable contributions to the ethos of the school.

105. Younger pupils have produced illustrations from stories used during literacy lessons, including some delicately coloured work on scenes from Cinderella. They are able to print using blocks and their work is particularly effective because they have been able to experiment and then choose the most effective printing blocks. The range of work is good and pupils are confident in a variety of types of work including splatter painting, observational drawing and work in clay. They know how to use sketchbooks and they show that they understand about mixing colours.

106. In Years 3 – 6, all pupils are competent in a range of styles and media. They work with clay to make Roman jewellery and urns to support their work in history.

107. In a Year 6 lesson, pupils researched and explored ideas for designing different hats. They selected natural materials, examined their texture and patterns, used animal patterns based on their main theme 'nature' and produced high quality drawings of hats successfully, displaying their innovative ideas in designing effectively. All pupils, including those with special educational needs, make good progress in the acquisition of skills in practical tasks. They use tools well and they understand that there are certain essential procedures like keeping clay moist but not too wet.

108. The quality of teaching is good. Teachers have a good knowledge and understanding of the subject. They have high expectations of their pupils' performance which promote a good quality learning. Pupils are taught to use sketchbooks appropriately and there is a real focus on the teaching of skills. They are encouraged to look carefully and then copy the techniques used, thus extending their own skills. Pupils show a clear enthusiasm for the subject and a willingness to attempt a variety of activities in art as they progress through the school. Art is planned in a way that meets the learning requirements of all pupils including those who have a real talent for the subject. It is very inclusive. Those with special educational needs and those with English as an additional language make good progress because they are well supported and the frequent availability of support staff improves the learning experiences of all pupils. Work is well mounted and displayed and because of this pupils are encouraged to value all aspects of creativity.

109. Basic materials and equipment are readily accessible and a range of art books, posters and prints are available. Some effective use of art related computer software was observed during the inspection.

110. The management of the subject is very good. The co-ordinator has real enthusiasm for the subject and a clear vision of the way forward. The school ensures that the expertise of support staff is used very well. Assessment procedures and resources are satisfactory.

DESIGN AND TECHNOLOGY

111. It was only possible to see one lesson for pupils in Years 1 and 2 because of the way the timetable is organised. Further evidence was gained from looking at both current and earlier work completed by pupils of all ages, from teachers' planning, from discussions, and from pupils' work displayed around the school and seen in photographic evidence. All of this evidence shows that by the time pupils reach the end of Year 2 and Year 6 standards are above what is expected nationally for pupils of these ages. Standards in design and technology have improved since the last inspection because of the school's consistent approach for developing the full range of skills.

112. Evidence shows that by the end of Year 2 pupils' attainment in design and technology is above that expected for pupils of this age. During Years 1 and 2, pupils gain experience of working with different materials. In Year 1 they learn how to make moving pictures and plan and work out solutions to their problems very well. In Year 2 pupils work with different materials in planning and making fairground games: this work is of a high standard. They also work on planning how to make puppets. They work well at this activity and use many of the language skills which they have learnt to reason and work out what they want to do.

113. By the end of Year 6 pupils' attainment in design and technology is of a better standard than that expected for pupils of this age. For example, pupils in Year 6 start to design hats specifically for characters in a school production. They work well in small groups, using good discussion skills in order to start off and to begin to plan their ideas for design. They choose appropriate materials which they intend to use in their plans. Whilst the drawings and designs of their hats are quite basic, their imaginative ideas, and practical thought of how to execute these ideas are of a good standard. As they discuss their ideas they review and refine them effectively. This good progression in developing their ideas is also seen in Year 5 where pupils work in pairs to plan how to make a ferris wheel. They solve successfully practical problems, such as, how to attach the carriages so that they will not fall off as the ferris wheel turns. Younger pupils in Year 3 make particularly good progress in learning about hydraulics. Pupils concentrate well and work collaboratively through practical experiment, for example, how syringes can be moved without touching them. Pupils were delighted by this experiment when they learnt how to do this. Earlier work also shows that pupils learn how to design and make Joseph's multi-coloured dream coat, and to sew using simple running stitch and cross-stitch. Pupils have the opportunity to cook and to learn how to make things in the technology room, such as chocolate fudge cake.

114. No direct teaching of design and technology was seen in Year 1 but in the rest of the school the quality of teaching was consistently good. Teachers have good subject knowledge and class control. They know the specific skills which need to be taught in order for pupils to succeed. The good use of questioning by teachers allows pupils to think about their work and to work out ways of how they can refine and improve their designs. Pupils with special educational needs and those for whom English is an additional language also make good progress. Pupils enjoy practical activities and are well behaved.

115. There is a good scheme of work based on the QCA guidelines. There is clear planning showing how skills are developed across the whole curriculum. The subject is managed well. The co-ordinator supports the teachers effectively through inset and the monitoring of their teaching.

GEOGRAPHY

116. Overall, standards in geography are average in Year 2 and Year 6. These judgements are based on the lessons observed during the inspection, an analysis of pupils' work, teachers' planning and discussions with pupils and teachers. This judgement is similar to that made by the school's previous inspection. The evidence indicates that pupils' progress and achievement are satisfactory by Year 2 and Year 6. Pupils with special educational needs benefit from the effective support that they receive in lessons and this consolidates the progress that they make. There are no significant differences in the attainment of boys and girls.

117. The quality of teaching and learning is satisfactory at Key Stage 1. The analysis of work shows that by Year 2, pupils show understanding of the functions of a key when using an atlas, are aware of countries in other parts of the world and mark them on a map of the world. They have a secure knowledge of features in the environment, such as seasonal changes in the weather and make simple observations of the weather in the form of a diary using the correct symbols. Although pupils' map work is generally satisfactory by Year 2, it is at a fairly simple level and there was little evidence in the analysis of work of pupils making their own maps. In Year 1, pupils draw simple trails of the journeys of Barnaby Bear. In a Year 1 lesson to develop pupils' knowledge and understanding of environmental change, the teacher used the story of 'dinosaurs and all that rubbish' appropriately to stimulate discussion and to raise pupils' awareness of environmental issues. By the end of the lesson, pupils were beginning to think about what they could do to help look after their own environment, such as picking up litter and putting up signs to remind others to pick it up. In Year 2, pupils study the country of India at a level that is typical for their ages. For example, they have looked at aspects of life in the state of Rajasthan and compared them with their own lives. In the lesson observed, the teacher used a suitable range of pictures for pupils to extract information about some aspects of the physical and human features of India. By using this information the pupils began to make comparisons with features in their own locality, such as houses, travel and the weather. They made appropriate observations and showed a genuine interest in what life might be like in India. Their work showed that they have located India on a map of the world and traced the sea and air route from the United Kingdom to India. The work planned is appropriate for all pupils to respond to at their own level.

118. The evidence indicates that the quality of teaching and learning is good at Key Stage 2. The analysis of work indicates that the pupils' knowledge and understanding of places beyond their own locality continues to be built on effectively. For instance, through their study of Kenya, pupils in Year 4 develop sufficient knowledge of the country to recognise it as a country of contrasts. They compare the way of life with that of their own and offer reasons for some of their views about such aspects as shopping and work. The analysis of work in Year 5 showed that the pupils have a well-developed knowledge and understanding of mountain environments. In their work they name and locate a number of mountain ranges, compare the climatic features and consider what effect the weather conditions have on human activity. The well-presented booklets produced by individual pupils show they have researched and collected a wide range of information about mountains. As part of this topic they have also made some good models of volcanoes. In a very good Year 5 lesson observed, pupils were asked to consider a range of environmental issues in the news that had affected different countries around the world. The teacher used recent newspaper reports effectively to promote discussion and make learning meaningful. Questions were used skilfully to make pupils think about where and how they could find out more information and to promote the pupils' ability to use an atlas as a source of information. The teacher's control of the pupils was very good and they were keen to work. As a result the pupils made very good progress and by the end of the lesson had identified the location of a variety of places around the world and were able to list a number of facts they had found out about the country. The teacher extended the pupils' learning by asking them to use the information to provide their own headline to a newspaper article that included three things they had found out about the country. In Year 6, pupils' work showed a secure knowledge and understanding of rivers. They annotate maps that identify settlements along the river Severn and show an understanding of the causes and effects of changes in the river, such as floods and erosion. Their use of geographical vocabulary is well developed. In their work they confidently use terms, such as tributary, meander, source and flood

plain to describe the course of a river. Most pupils make satisfactory progress in the development of their geographical skills and have learnt how to use maps. For example, by using keys and the content pages in atlases, they locate features such as rivers, towns and other types of features such as industrial areas and nature parks. In the lesson observed, the teacher built on the pupils' knowledge of rivers effectively and developed their understanding of environmental change. For example, by discussing how settlements along a river have grown, pupils made the connection between industry and pollution. By the end of the lesson pupils were able to put forward reasons for conserving river systems and what could be done to help this, such as clearing the litter and having a river officer to keep the pollution under control.

119. The leadership of geography is good. The co-ordinator has a clear overview of teachers' plans and pupils' learning. The policy and detailed planning provides a broad curriculum and progressive development of pupils' geography skills. Procedures for assessing the pupils' attainment are satisfactory. The school is now considering using the criteria set out in the nationally recommended guidelines. Resources are satisfactory and good use is made of the school grounds and visits in and around the local environment to extend the pupils' geographical knowledge. Although information and communication technology is used appropriately for research work there is less evidence in pupils' work to show the use of it in analysing geographical data. Good use is made of the residential visit to Oxford for pupils in Year 5 to extend their geographical knowledge and skills. The subject makes a good contribution to pupils' social, moral and cultural development, for example through their understanding of the environment and how features of places affect the lives and activities of people living there.

HISTORY

120. During the inspection, it was only possible to observe the teaching of history in Years 2, 4 and 5. Judgements are based on these observations and on the analysis of pupils' work throughout the school, discussions with pupils and on the school's planning. The evidence indicates that pupils reach average standards and that their achievement is generally satisfactory by Year 2 and Year 6. This broadly reflects the findings of the previous inspection.

121. At the end of Year 2, the pupils are achieving at a level broadly in line with their ability and the knowledge and skills they bring with them from Year 1. They have learnt about famous people and events and understand from familiar objects, such as toys and vehicles, how some things have changed over time while other things have remained the same. The analysis of work shows that they have an appropriate knowledge of the gunpowder plot and the great fire of London. They understand how the fire started and place events of the week in chronological order. Their written work shows they have a satisfactory knowledge and understanding of life in Victorian times. They gain a sense of the period by comparing the lighting and washing facilities before electricity with those of today and find out what toys the Victorian children played with. In a Year 2 lesson, as part of their work on Britain in the 1950's, pupils had the opportunity to examine and draw artefacts from that period, such as a flat iron and sewing machine and compare them with the modern equivalent. The lesson contributed well to improving literacy skills through pupils using the school logbook to find out how school life had changed over time.

122. No lessons were seen in Year 6 but the scrutiny of pupils' work and the lessons seen in other years indicate that the quality of teaching and learning is predominantly good at Key Stage 2. The history books in Year 6 showed that the pupils understand that famous Victorian people such as Edward Jenner and Alexander Bell are remembered because of what they have done. As part of this study, the school had a Victorian day and pupils in Year 2 and 6 received a visit from a 'Victorian butler'. They explored the different lifestyles of upper and lower class people and prepared a simple play script of life entitled 'Upstairs and Downstairs.' Teachers are enthusiastic about history and present the work in a way that pupils enjoy and which encourages them to work hard to develop their historical skills. Teachers' questioning help pupils to look carefully at various sources, such as photographs, pictures and books. In this way, pupils see what they can deduce from the evidence. In Year 4, this prompted some good discussion on what life was like in Ancient Egypt and how the pyramids can tell us about their beliefs and customs. Photographs of previous

work show that pupils have built their own pyramid, complete with a mummy and sarcophagus. In a good Year 5 lesson to develop pupils' understanding of Britain in the 1940's, the teacher harnessed their interest well by involving them in using sources of information, such as photographs and extracts from the school log book, to answer questions about the past. Through a mix of questioning, prompting and explaining, the teacher successfully encouraged the pupils to find out about what school was like then and compare it with their own experiences. The teaching motivated the pupils, who applied themselves well and showed genuine interest in their work. Pupils in Years 3 and 4 have a satisfactory understanding of chronology and have gained sufficient factual knowledge of the way of life and achievements of the Romans and the Ancient Greeks to describe how they have influenced our lives today.

123. Good long- and medium-term plans support teaching and learning well in the subject. The co-ordinator, although new to the role, has a clear overview of pupils' learning and provides good leadership. Good links are made with pupils' work in other subjects, such as geography, art, dance and literacy when pupils develop their skills in research and analysing information. However, the use of information and communication technology is an area for further development. Assessment procedures are satisfactory. The school has sufficient resources to teach each unit of history, but also makes good use of loans from the Uxbridge library service. It makes very good use of a number of experts who visit the school to talk to the pupils. They include a Roman legionnaire, a Victorian drama workshop and a Greek theatre workshop. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development. For example, through their understanding of the legacy of ancient civilisations to modern society and discussions about the morality of actions carried out in the past.

INFORMATION AND COMMUNICATION TECHNOLOGY

124. Standards in information and communication technology are average overall but there is great variation from class to class and pupil to pupil. The school has made solid attempts to develop the use of computers in every class and has adopted and adapted the national guidelines for the subject. Teachers have all received training and support from the co-ordinator team and in every class teachers have computers switched on and do their best to use them. However, lack of computers and other technological equipment really hampers the school's best efforts to develop the subject. Standards have been maintained at a similar level to the last inspection.

125. The school is rightly seeking to teach information and communication technology skills and to use technology as a tool in subjects. These two aspects of the subject are in the main being taught in classrooms using just one or two computers and this causes the school difficulties. Firstly, when the teacher teaches specific computer skills to the whole class it is almost impossible for all to see the monitor. In both a Year 1 and a Year 3 lesson teachers taught specific computer programme skills and it was the good teaching and the interest and excellent behaviour of the pupils that kept pupils learning. They could not see the detail on the screen and therefore could not understand all they were being taught. Even in comparatively small groups it is difficult for all to see one monitor. Secondly, taking pupils in pairs or threes during the day takes those pupils away from the purpose of the taught lesson, and they can miss important work. Working in this way is also very time-consuming and this has caused the school to limit the coverage of the information and communication and technology curriculum.

126. Nevertheless, teachers involve their pupils in computer work that reflects the work in subject being taught. In history in Year 4 pupils were using the computer to research food and farming as part of their Ancient Egyptian topic. In science in Year 2 pupils used the computer to enter in data they had collected about plant growth and then use this to produce a graph. A computer-controlled microscope adds a great deal to the experience of pupils examining minibeasts closely. Year 6 pupils have produced well-presented attractive newsletters reporting on the party held for local pensioners. In Year 3 pupils are learning how to insert their own computer drawn pictures to illustrate their writing. In many classes teachers ask pupils to word process work and pupils are developing appropriate keyboard skills, however, they miss opportunities to use computers to practise drafting and redrafting. Computer work is set in mathematics and in English,

for example, programs that ask pupils to add prefixes or suffixes or explore other word patterns and rules are frequently used. Pupils in Year 6 have learnt to use the computer language html and have produced their own web pages which they have animated and linked. Encyclopaedias on CD ROM are important sources of evidence for pupils looking for information. The school's four lap top machines are used to improve access to computers and are borrowed for lessons. Homework is often set that asks pupils to research information on the Internet. The younger pupils use computerised toys and robots to learn how to programme their direction and the progress to using a more complex version on screen.

127. Teaching is satisfactory overall, with some considerable strengths. A member of the non teaching staff contributes a great deal to teaching, taking responsibility for the school's well-developed web site and regularly taking pupils, such as Year 6, to teach the computer skills including html. Several teachers, including the co-ordinators, have a real interest in the subject and support their colleagues very well. Confidence is increasing amongst the teachers who are newly taught themselves and the support of the technician is instrumental in ensuring the limited number of computers they have are working. The Internet is used both by pupils and by teachers to collect information and to carry out research. There is a clear school code of conduct for using the Internet. Teachers plan their information, communication technology lessons carefully and when they teach specific skills do so very clearly although the lack of a large screen or digital projector hampers their effectiveness. Teachers organise their pupils very well to use computers in pairs or small groups; they set up routines, rosters and written instructions to help pupils be as independent as possible.

128. The job for co-ordinators now is to monitor the curriculum in place and to develop ways of checking that every pupil develops their information, communication technology skills appropriately as well as using computers as a useful tool in subjects.

MUSIC

129. Standards in music remain similar to those found at the last inspection. By the end of Year 2 pupils' attainment is as expected for pupils of this age. By the end of Year 6 pupils' attainment is above what is expected for pupils of this age. This shows good progress.

130. Pupils in Years 1 and 2 learn to sing tunefully and memorise a range of songs, particularly hymns. Whilst they sing with harmony in assembly they lack real enthusiasm. However, when watching past productions which pupils in Key Stage 1 produced at Christmas there is evidence of real enjoyment and enthusiasm. They tap out simple rhythms using untuned percussion instruments. Older pupils in Years 3 to 6 further develop skills in rhythmic patterns. In Year 3, they attempt playground games to support the rhythm of a new song which they are learning, for example, pupils demonstrate how to skip in time to the rhythm. They also pass around a bean bag in the circle in time to the rhythm of the song they are singing. Older pupils learn how to compose music. In Year 4 pupils are starting to compose simple tunes using the 5 note scale. By Year 5 they are composing tunes using an 8 note scale. By the time pupils are in Year 6 their attainment is well above what is expected. For example, they compose simple rhythms and tunes on tuned and untuned instruments working in groups of three. They collaborate very well together and by the end of the session produce performable compositions which they perform to each other. They are appreciative of their friends' music making and there is spontaneous applause after each performance.

131. There are many extra-curricular activities available for pupils at Dr. Triplett's in music; for example, peripatetic music teachers come to school and teach a variety of instruments, such as woodwind, brass, violins, cellos. There are also opportunities to belong to the choir, and recorder clubs. Some 80 pupils in Key Stage 2 have also had the wonderful experience of performing in 'proms praise' at the Royal Albert Hall. This is a very rewarding experience for all concerned and certainly contributes to the spiritual element of the school ethos.

132. The quality of teaching is generally good. Teachers on the whole manage pupils well, allowing them the opportunity to take part in the practical aspects of music as well as having the opportunity to listen and appreciate music. In one lesson seen which was not to a satisfactory standard, few musical skills were taught and pupils just sat passively with little opportunity to be involved. In other lessons teachers demonstrate good subject knowledge and use this successfully to enhance pupils' learning. The good use of specific vocabulary particularly related to the subject, such as rhythm and beat, ensures that pupils right from Year 1 learn correct musical terms.

PHYSICAL EDUCATION

133. Standards in physical education are above expectations for pupils in Years 2 and 6. This is because of the high amount of time spent on the subject and the generally good teaching which all pupils experience. The subject makes a good contribution to the pupils' spiritual development through well planned dance lessons. For instance, in a Year 5 class a group of pupils expressed their feelings about the start of World War 2. A pupil silently traced the line of a falling bomb with her finger while her group moved slowly towards her. The picture they created was very moving. The subject also contributes well to pupils' social development. There is a heavy emphasis on teamwork and sharing and older pupils manage their team games well giving each other encouragement and good support. Standards have improved in Year 2 since the last inspection and have been maintained at a similar level in Year 6.

134. Pupils in Year 2 demonstrate very good ball skills. They throw accurately and catch safely pulling the balls towards them. They use racquets well to control a ball and devise simple scoring games in small teams. The scheme of work used is effective in helping teachers to write detailed planning so skills are well taught.

135. Older pupils continue to develop their skills well. They become more skilled at playing games such as cricket, football, and tennis and teachers are good at identifying the key skills required for each game. In dance pupils move expressively and slowly paying attention to the speed and rhythm of the music. There are good opportunities for them to plan and rehearse their sequences. Watching other pupils means they incorporate ideas and movements into their own work. Videos of sequences provide good opportunities for assessment by teachers and pupils. Although there was no gymnastics seen during the inspection the scheme provides good material helping teachers to plan effective lessons.

136. The quality of teaching is good overall. Teachers have good subject knowledge and use the scheme of work well to support their lesson plans. They teach skills well and assess pupils' performance throughout the lesson giving pupils good opportunities to practise and helping where there are difficulties. The class teacher and the support assistant gave a pupil in Year 2 very good support in rolling a ball towards a target. They demonstrated how to bend down and aim and praised her efforts increasing her enthusiasm. Teachers choose teams and pairs carefully to ensure all pupils achieve well. In Year 5 a boy who is very skilful at ball games, works with a team of pupils who are sufficiently competent at cricket skills to get a small game started. In Year 2 a child with special needs and a child with limited skills work happily supporting each other with throwing and catching. Time during lessons is used very effectively. Warm up sessions are appropriate and lead into the activity for the lesson. Pupils have very positive attitudes to the subject and work hard in lessons. They observe each other and evaluate each other's movements and skills sensitively identifying how things could be improved and aspects they like.

137. The curriculum is balanced between games, gymnastics and dance and the new co-ordinator carefully monitors this. The pupils have two years in which to learn to swim and it is rarely that pupils do not achieve at least 25 metres. The school takes part in local competitions for games involving a large number of pupils in all year groups. Parents are very supportive and provide coaching as well as support at matches. Although teachers use assessment well during lessons there is no consistent recording form to assess pupils' skills. Teachers record their own observations but the co-ordinator or the headteacher does not monitor these. The outdoor

accommodation is very good and provides excellent teaching areas. The resources are good and equipment for younger pupils has improved since the previous inspection.