

INSPECTION REPORT

GREENWOOD PRIMARY SCHOOL

Wood End Way, Northolt

LEA area: Ealing

Unique reference number: 101899

Headteacher: Mr P La Farge

Reporting inspector: Mrs M Fitzpatrick
24326

Dates of inspection: 16 – 17 October 2002

Inspection number: 246161

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Wood End Way Northolt Middlesex
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs E Boggust
Date of previous inspection:	8 December 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Greenwood School is much bigger than the average primary. There are 423 pupils on roll, with 47 children attending the nursery part time. The school has a high ethnic mix, with about 20 per cent of pupils from Asian and black Caribbean heritages, 40 per cent from white British heritage and the remainder from African, Chinese and other European heritages. There are currently 30 refugee pupils in the school. Thirty per cent of pupils have English as an additional language and about one third of these are at an early stage of learning the language. These figures are very high compared with the national average and have implications for the school's performance in national tests. The percentage of pupils who have special educational needs is about average, as is the percentage of pupils who have statements of special educational need. The majority of these pupils have special needs associated with literacy. While the school benefits from a stable and committed staff, the community which it serves is changing. The proportion of ethnic minority pupils in the school has risen significantly since the previous inspection. The school is also beginning to see a higher level of pupil turnover, now running at about 30 pupils each year. These factors are producing new challenges for the school as it tries to maintain the high standards it has sustained since the previous inspection. The school also faces challenges from the condition of its buildings, which are in urgent need of repair and redecoration. The attainment of pupils on entry to the school has fallen since the previous inspection and is now well below average.

HOW GOOD THE SCHOOL IS

This is a very good school with many strengths. The very good quality of teaching and the excellent use of assessment data produce high standards across the school. Pupils are enthusiastic learners because of the varied and exciting opportunities they have and because teachers are concerned with the development of the whole child. The breadth and richness of the curriculum is just what children should experience to foster all round development. They are expected to work hard and they do. The headteacher provides excellent leadership for the development of the school. His ambitious vision for the school is fully supported by the outstanding work of the senior management team, which is sharply focussed on raising standards for every pupil. The school's ability to sustain good performance in national tests, as the nature of its intake changes, demonstrates how well the leadership team is able to manage change and overcome barriers to learning. The school gives very good value for money.

What the school does well

- Standards are high and pupils achieve very well in their learning.
- Leadership and management are excellent.
- Teaching is of a very high quality, reflecting the commitment of teachers continually to improve their skills; learning support assistants make a very good contribution to the standards pupils achieve.
- There is very good provision for children in the Foundation Stage (nursery and Reception classes).
- Pupils' attitudes to learning and their behaviour are very good; relationships are excellent.
- There is a rich and stimulating curriculum with outstanding extra-curricular provision.

What could be improved

- The school's environment, including some aspects of health and safety.
- Lunchtime supervision and provision for play.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good improvement since it was last inspected in December 1997. It has made very significant improvement in the standards pupils achieve in mathematics and in their performance in national tests. These are now well above those of similar schools by the time pupils are 11. The policy for homework is firmly established and provision for homework in the juniors (Years 3 to 6) is now good. Attendance has improved and is now about the same as most schools of this type. This is in part a result of the headteacher convincing parents of the damage done to their children's learning by taking family holidays in term time. Since the previous inspection, the school's performance in national tests, when pupils are 11, has improved faster than the national average. This has been

recognised in the past two years by the Achievement Award from the Department for Education and Skills. The quality of teaching has improved further and is now very good. The school has thorough and very effective systems for monitoring teaching, learning and pupils' progress. Standards and provision for information and communication have both improved since the previous inspection. Given the quality of leadership from the headteacher, the very good teamwork that exists in the school and the very effective partnership with governors and parents, the school is in a very good position to sustain further improvement and to continue to raise standards.

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			
	all schools			similar schools
	2000	2001	2002	2002
English	C	D	B	A
Mathematics	B	A	B	A
Science	B	B	A	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

At the end of Year 6, pupils' performance in national tests continues to rise. Their performance in the tests taken in 2002 showed an improvement on the scores achieved the previous year. Teachers expect their pupils to perform well in English, mathematics and science. In all other subjects they do well because teachers plan thoroughly and have the same high expectations. All pupils are very well supported to make good progress and achieve good standards. They rise enthusiastically to the challenges set by teachers and work hard. Pupils do notably well in art, where skills are progressively taught and where they are given good opportunities to practise them. A similar picture exists in the infants (Years 1 and 2). In 2001 pupils' performance in national tests was above that of similar schools in reading and writing and about the same as similar schools¹ in mathematics. There has been an improvement in reading and mathematics in this year's tests. Standards in other subjects are good and are particularly so in physical education and art, because the skills are well taught and pupils have plenty of opportunity to practise and refine them. The majority of children in the Foundation Stage are on course to reach the expected standard in all their areas of learning, except communication, language and literacy. This is because of the increasing number of children joining the school who do not speak English at home. Despite very good support to develop their English, not all children are able to make enough gains during their time in the Foundation Stage to become fluent. Their creative and social skills are particularly well developed as is their knowledge and understanding of the world. The school has set ambitious targets, based on a detailed knowledge of pupils' achievements, for the national tests in 2003.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils of all ages show a sense of excitement about their learning. They are enthusiastic and enjoy working hard.
Behaviour, in and out of classrooms	Very good in class and excellent during assemblies. Pupils show high levels of respect for each other, for adults and for the rights of everyone to learn.
Personal development and relationships	Pupils' independence and awareness of the needs of others are noteworthy. They form excellent relationships, are tolerant of differences

¹ Schools in the same free school meals category.

	and support each other very well.
Attendance	At the national average and above the local average for similar schools.

TEACHING AND LEARNING

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

Teaching is a strength of the school. Teaching in English and mathematics is very strong, with a very good emphasis on basic skills. The result is that pupils have good reading strategies, very good knowledge of number and are confident in applying their skills to other areas of learning. Pupils achieve well because their teachers have high expectations of them, set interesting and challenging tasks and have a very good knowledge of their needs. The close involvement of the senior management team in monitoring and assessing pupils' progress gives very good support to pupils' learning. This is because the teachers make very good use of the information they have to identify where pupils need extra support with their learning, or where they need to be more fully challenged to ensure they are learning at a good rate. This ensures that pupils with special needs, pupils who are learning English as an additional language, or pupils who are particularly able all have their needs met. Teaching in the Foundation Stage is very successful because of the detailed planning and assessment used by teachers. They have a very good knowledge of the children and a very good understanding of how young children learn. The support provided by adults is very well managed. The children are assisted to learn, while, at the same time, they develop independence as learners. All teachers form good relationships with parents and this makes a significant contribution to pupils' learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. Pupils speak highly of the range of exciting learning opportunities they enjoy. Thorough planning by teachers extends learning through a very good range of visits and visitors. The provision for extra-curricular activities is outstanding.
Provision for pupils with special educational needs	Very good. Pupils' learning is very well monitored and any learning difficulties are detected early. The school's very effective use of support staff ensures that pupils make at least the same progress as others. Their performance in national tests is noteworthy.
Provision for pupils with English as an additional language	Very good use is made of existing provision and pupils who remain in the school achieve good standards by the end of Year 6. The increased number of pupils who have English as an additional language is now stretching to the limit the school's resources for this provision.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Pupils have many opportunities to experience joy and wonder in their learning. They value the customs and culture of others and, through good teaching about different faiths and beliefs, have a very well-developed tolerance of diversity. Moral values are very well taught and pupils have plenty of opportunity to discuss and practise these.
How well the school cares for its pupils	Procedures for ensuring pupils' welfare are sound. Those for monitoring pupils' progress are very good and excellent use is made of them to ensure that pupils achieve well.

The school has a very good partnership with parents who are encouraged to be fully involved in their children's learning. There are a number of health and safety concerns connected with the condition of

the buildings and the surface of the playground, which were also raised by parents. Governors are fully aware of these and have plans in hand for improvements to the school site.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides an excellent example for staff in all areas of his work. He has very good professional knowledge and skill and high professional expectations of colleagues. The leadership team is outstanding in its impact on pupils' learning. All teachers are involved in the management of improvement and discharge these duties very well.
How well the governors fulfil their responsibilities	Governors have a good knowledge and understanding of the school. All statutory requirements are met.
The school's evaluation of its performance	Excellent. The headteacher, deputies, Foundation Stage co-ordinator and the assessment co-ordinator all analyse pupils' performance in tests and assessments. They track pupils' progress to ensure that the school compares well with similar schools. All staff are made aware of the outcomes of this analysis.
The strategic use of resources	Very good. The skilful use of teachers and learning support assistants plays a significant part in the standards that the school achieves. The school is very good at securing best value in what it buys and in its use of resources.

Very good staffing overall, although, due to the increasing numbers of children who have English as an additional language, support for these should ideally be increased in order to maintain high standards. The school site is in urgent need of repair and refurbishment and the large surplus, which the school has accrued, has been earmarked for this purpose. It is a credit to the teachers' professionalism that they achieve the standards they do in such a bleak environment.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That their children like school and make good progress. • That behaviour in the school is good. • That the teaching is good. • That the school is well led and managed. • That they would feel comfortable about approaching the school. 	<ul style="list-style-type: none"> • The amount of homework their children are set. • The information they receive about their children's progress.

Inspectors fully agree with parents' positive views of the school. Inspection findings show that there is good provision for homework and that the information that parents receive about their children's progress is better than in most schools.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are high and pupils achieve very well

1. Standards achieved by pupils aged 11 in the national tests have improved faster than the national trend in the last five years and have been broadly in line with national averages in English and above the national average in mathematics and science during that time. Overall, the school's performance in these tests has been well above the performance of similar schools. Results for the 2002 tests show a further improvement in the proportion of pupils achieving the expected level in mathematics and science and at the higher level in English and science. In the national tests for seven year olds, the school's performance has kept pace with the national trend of improvement, with pupils achieving about the national average. In 2001, test results in reading were above those of similar schools. In writing they were well above similar schools, while in mathematics they were about the same as similar schools. Results for 2002 show a further improvement in the proportion of pupils achieving the higher level in reading and mathematics. This sustained good performance in the tests reflects the quality of teaching that pupils receive, as well as the pupils' own enthusiasm for learning. There are no significant differences in the results of boys and girls in the tests. These results reflect good progress for pupils from the time they joined the school. The school's data on pupils' progress from the end of the infants shows that all groups of pupils, including those with special educational needs and those with English as an additional language, make at least the expected rate of progress and that the vast majority make better than expected progress.
2. Standards in English, mathematics and science are high in all classes. The national literacy and numeracy strategies are well implemented and ensure that basic skills are very well taught. The provision for information and communication technology is good and ensures that pupils are taught the necessary skills as well as given a wide range of opportunities to use and develop them. The acquisition of these skills provides a very strong foundation for all other learning and enables pupils to learn independently from an early age. In all other subjects pupils achieve high standards. Their achievement is good because their teachers have very high expectations of what they can do and how they will apply themselves to tasks. Achievement is very high in art and physical education where there is good progression in the teaching of skills, which, combined with challenging tasks, fires pupils with enthusiasm to improve and do well in the subjects. In a very good lesson in Year 5, the teachers combined the classes to share their complementary expertise with all sixty pupils. Their brisk pace of explanation and questioning and excellent use of demonstration led to very good learning for all pupils. Pupils worked extremely hard to complete patterns based on the designs of William Morris and were delighted with their results. In all subjects the school ensures good standards for its pupils through the very effective use of learning support assistants who work very closely with class teachers to promote good learning for all pupils.

Leadership and management are excellent

3. The headteacher has a clear educational vision which is very well communicated to all who work in the school. His commitment to high achievement for every pupil is apparent in the highly effective systems that he has devised to monitor and improve teaching and learning. The continuous refinement of these systems and the care with which they are applied have ensured that standards continue to rise year on year. The impact of them is seen in the high quality of teaching and learning and in the government Achievement Awards that the school has received for the last two years. The stability of staffing, which is a strength of the school, is due in part to the headteacher's skill in involving all teachers in school improvement. This gives staff very good professional development and, because their teamwork is so effective in raising standards, the status of highly successful professionals. The strength of the team built by the headteacher is evident in the consistently high quality management found in all departments of the school. Teachers' commitment to high educational standards and the school's ethos are reflected in the number and range of additional responsibilities undertaken by staff and in their outstanding commitment to extra-curricular activities. The headteacher has ensured that whenever staff join

the school, they are very well supported to meet the high expectations that he has of all who work in the school. This is achieved through very good mentoring procedures and the provision of specific training, for example for teachers from overseas, to ensure that they are able to teach the curriculum effectively. Newly qualified teachers are very well supported. They are partnered by experienced teachers who support their planning and give advice on general classroom management.

4. In all of his work, the headteacher is very well supported by his two very able deputies. Each has specific responsibility for the oversight of the work in either the infants (Nursery, Reception and Years 1 and 2) or the juniors (Years 3 to 6) and both are fully aware of the priorities for each department through their rigorous monitoring activities. Both deputies support teaching and learning directly, by working alongside teachers or by teaching specific groups of pupils. For example, the deputy in the juniors teaches mathematics to higher ability pupils in Year 6, while the infants' deputy works with groups of lower and higher attaining pupils to improve their language, literacy and mathematics. From all of this work, the deputies have a very good knowledge of the school and are able to anticipate likely challenges which will impact on standards. Together with the headteacher, they form an outstanding leadership team which has the knowledge and expertise to continually move the school forward. The work of other senior managers also makes a very strong contribution to the high standards found in all aspects of the school's work. The high quality provision in the Foundation Stage is due to the very good leadership of the co-ordinator. Her very good knowledge of how young children learn ensures that planning in all classes is designed to meet their needs very well. She also appreciates the importance of monitoring children's learning so that they are continually challenged in the activities they do. Other management responsibilities are equally well discharged, as teachers follow the very good example set by all members of the senior management team and benefit from the shadowing system, which allows them to learn from an experienced co-ordinator.
5. The school makes very good use of all its resources. The deployment of learning support assistants is very effective because of the care given to deciding which individual or groups of pupils have the greatest need of support. This is done by the headteacher working on sharp assessment data supplied by the deputies and classroom teachers. The result is a flexible and very effective level of support for pupils' learning and a highly efficient use of learning support assistants. The focus of financial management is similarly geared to getting the best value for pupils. Decisions, based on detailed knowledge of the school's changing population, and hence changing needs, are made with a view to ensuring that every pupil makes at least the expected rate of progress over time. Because the school is so effective in its use of resources and in retaining high quality staff, most pupils make better than expected progress during their time in the school.

Teaching is of a very high quality

6. The quality of teaching is high throughout the school. The proportion of good and very good teaching is very high, exceeding the national average for primary schools. All teachers show a strong commitment to making learning accessible, interesting and fun for the learner. They are able to do this because they have good subject knowledge, expertise and plan lessons very carefully. A strength of the planning process is the use that teachers make of their assessment of pupils' prior learning, taking care to build upon this while presenting a good level of challenge for new learning. Another strength comes from the careful matching of teachers into pairs for each year group. The senior management team strive to pair teachers with complementary strengths, so that pupils benefit from two sets of expertise in the planning of their learning. The basic skills in numeracy and literacy as well as the key skills of information and communication technology are all very well taught, giving pupils a very good start to becoming independent learners. In Year 6, pupils wrote well about the pros and cons of a child's rucksack, because the teacher had provided them with a very effective planning frame for their writing and had allowed the pupils to examine and discuss the bag in detail. This very good preparation led to good writing by pupils who were very clear about what their task was and how to do it.
7. Teachers are inventive in the methods they use to enthuse pupils about their learning. For example, a Year 2 class spent part of their literacy lesson making onion bhajis. They were introduced to new words and encouraged to become familiar with them by repeating them after

the teacher. Their involvement in the food preparation led to much discussion about ingredients and where they came from, giving pupils very good opportunities to develop their speaking and listening skills. The teacher's constant recapitulation of the process into a step-by-step explanation built naturally into a list of instructions for preparing the food. At the end of the activity, every child was able to write a clear set of instructions for others to follow. Throughout this activity pupils were fully engaged, learning at a very good rate and supported to achieve higher standards than would have otherwise been expected. Such methods abound in the learning of pupils in the infants' department and they make a very significant contribution to the standards that are achieved, as well as giving pupils high levels of confidence and pleasure in their learning.

8. Teachers make very good use of resources to enhance learning for pupils. Pupils in a Year 3 mathematics lesson made rapid progress in their understanding of symmetry because the teacher had supplied well-designed resources which encouraged them to discover lines of symmetry for themselves. Pupils were able to work quickly because the resources had been well thought out and no time was lost as they folded, cut, then identified the line of symmetry. In a Year 5 science lesson, pupils learnt at a similar rate when investigating how light makes objects visible. The teacher had produced very simple resources from shoeboxes, which enabled the pupils to experiment with different degrees of light falling onto the object and allowed them to discover the way in which light illuminated objects. Higher attaining pupils were able to use the same resources to discover that light travelled in straight lines. In art lessons, teachers make good use of visual resources and the work of other artists to illustrate style and technique and to support their own explanations. This works very well in assisting pupils to understand what is required, as well as giving them examples on which to model their own work. In Year 4, pupils worked with great enthusiasm to produce observational drawings of the features of faces. The teacher then made very good use of pupils' work to emphasise certain effects and technique, which led to a further development in the quality of their work.
9. The school makes very effective use of learning support assistants through carefully planned support for all classes. They move from class to class at pre-arranged times and, in this way, are able to give well-targeted support to pupils in more than one class during a single lesson. Learning support assistants make a very good contribution to pupils' learning. They work very closely with teachers in planning the work the pupils are to do and are fully aware of pupils' needs through the careful assessments that they make of their learning. They form very good relationships with pupils and manage their learning well by ensuring that pupils remain on task and by emphasising the correct use of language. This very efficient use of support assistants is one of the strengths of the teaching provision.

Pupils' attitudes and behaviour are very good and relationships are excellent

10. Pupils' attitudes to learning, which, at the previous inspection, were judged to be good overall, are now very good, with some examples of excellent response to learning by pupils of all ages. Parents agree that their children enjoy coming to school and say that they are very reluctant to stay away even when they are poorly. They attribute this to the enthusiasm of the teachers. A group of Year 6 pupils spoke enthusiastically to inspectors about their learning both in and out of the classroom. They were clearly very proud of their school and what it offers.
11. Good attitudes to learning begin in the nursery, where children become enthusiastically involved in a wide range of interesting activities. Throughout the Foundation Stage classes (nursery and Reception), well-established routines help children to feel secure. Six weeks into the term children in the nursery have settled in very well. They choose activities sensibly, become absorbed in what they are doing, play co-operatively and listen attentively to the teacher. Children in the Reception class are equally responsive and show very good levels of independence as they organise themselves for outdoor play, choosing to play with different equipment or busily painting the paths with water.
12. In all lessons, in both the infants and the juniors, pupils are seen listening very closely and joining in very confidently to answer or ask questions. A notable feature of their learning is their ability to take part in discussion. From the earliest age, pupils are encouraged to express opinions and develop ideas through talk. They do this frequently and naturally, showing high levels of respect

for speakers and showing that they are following closely by adding to the ideas of others. This is particularly beneficial to pupils who have English as an additional language or special educational needs relating to literacy. These pupils are given very good opportunities to learn through listening, as well as developing confidence through having their own responses respected. In a Year 4 English lesson, pupils explored in depth the different aspects of a gas explosion in their teacher's street. All pupils entered into a lively and extended discussion about the impact of the event. The result was that they could all visualise what happened and writing their own vivid versions was straightforward after being so well engaged in the preparation. The independence seen amongst children in the Foundation Stage is developed further as pupils mature and this becomes a strength of their learning. They enjoy being set challenges and then being left to find solutions or information, or to apply their skills to a new situation. Examples of enthusiasm for this kind of learning are seen again and again in art, ICT, history and physical education lessons, with pupils concentrating hard to meet the challenge and please their teachers.

13. The school places a very strong emphasis on mutual respect, tolerance and a love of learning. Teachers have very high expectations of pupils with regard to these aspects of their development and give very clear guidance and very good support to help them meet these expectations. The result is that pupils have a strong focus on learning and their very good behaviour flows from this. Many examples were seen of pupils giving way to each other in class discussion or the sharing of materials. Similarly, at the end of lessons, pupils accept their part in clearing up and do this quickly and efficiently so they can move on to the next activity. Behaviour in assemblies is exemplary, with pupils sustaining their listening, joining in with responses promptly and showing respect for those pupils who had written prayers to share with them. Teachers, pupils and support staff all hold each other in high regard and they are led in this by the excellent example of the headteacher. The school's rich cultural diversity is celebrated through the acknowledgement of differences between pupils; teachers encourage them to learn from each other and they do. The result is a harmonious community where pupils mix freely, where there is no sense of racial tension or aggressive behaviour and where pupils feel equally valued and respected.

There is very good provision for learning in the Foundation Stage (Nursery and Reception classes)

14. The provision for children in the nursery and Reception classes is very good and gives them a very good start to their education. The atmosphere in the nursery and Reception classes is vibrant and purposeful and this produces a very good climate for learning. Teachers, nursery nurses and learning support assistants all work closely with parents and make them very welcome in the school. The very good relationships between parents and teachers give the children a strong sense of security, which supports good learning. They quickly become independent learners as a result of this and take advantage of the many opportunities that are provided for them to make choices about their learning.
15. Children achieve high standards and progress at a good rate because of the teachers' careful planning which ensures that there are plenty of focussed activities in which they can engage. This, together with the excellent assessments that teachers make when monitoring their learning, ensures that children are presented with challenges that are appropriate to their stage of development. This, in turn, leads to success for children and quickly develops their confidence and self-esteem. The well-planned use of adults is another strength of provision which ensures that children are supported and encouraged to persevere with their learning. Children develop good social skills through the opportunities they have to work together. For example, a group making sandwiches were able to give each other advice about how to cut the bread and spread the butter. Throughout this session they were developing sharing skills as well as adding to their vocabulary as they listened to each other's ways of expressing ideas and learned the names of all the ingredients. During their time in the Foundation Stage, children learn a good deal about the world around them because teachers plan so many activities in and out of the classroom. They learn about other cultures through playing with dolls from a wide range of cultures and by helping to make food from other cultures. They learn about the celebrations and customs surrounding Divali, Eid and the Chinese New Year. They take part in the presentation of fairy tales when a theatre group visits the school and learn about the work of the police and the fire brigade when they visit. Children who do not have English as their first language are given high quality support by a visiting specialist, who also advises teachers on appropriate strategies to help children learn

the language. The amount of this support is less than is needed as more pupils are joining the school with English as an additional language. Teachers work very hard to compensate for the lack of specialist support to ensure that children expand their knowledge and understanding of the language.

There is a rich and stimulating curriculum; extra-curricular provision is outstanding

16. There is a rich and well-planned curriculum for pupils of all ages, which contributes very strongly to pupils' breadth of learning. The breadth and balance of the curriculum are exemplary and reflect what all children should experience. Teachers plan and seize many opportunities to extend pupils' learning and provide them with memorable experiences. The organisation of visits is particularly strong and pupils have very good recall of their learning as a result of these visits. For instance, Year 6 pupils could explain in some detail what they had learned during a visit to the Natural History Museum. They talked about exhibits they had found interesting and how these had related to what they were studying in science and geography. Other memorable visits were discussed with the same high levels of enthusiasm and recall, demonstrating how well the school provides for the wide range of interests among its pupils. Some pupils spoke highly of the opportunities to learn in more detail about the past during a visit to Gunnersbury House, while others became very animated when recalling a visit to the British Library to make Javanese masks and learn traditional dances; others again could recall much from their visit to Odds Farm, which provided a very strong contrast to their own locality. The preparation for, and the range and quality of, these visits consolidate pupils' love of learning and emphasise to them the many ways in which they can learn from the world around them. The photographic evidence of these visits reflects the enthusiasm shown by pupils in discussion. Pupils also enjoy the anticipation of these visits and the current Year 6 are already looking forward to their residential trip in the week before they sit their statutory tests in the summer term. The main focus of this visit is to develop independence and personal skills through a series of adventure activities, as well as to convince pupils that they are as well prepared as they can be for their statutory tests.
17. The provision for learning outside of lessons through clubs at lunchtime and after school is outstanding. There are numerous clubs, which support and develop pupils' interests in a wide range of topics. Year 6 pupils spoke with great enthusiasm of the pleasure they derived from membership of the various clubs and were eager to demonstrate some of the skills they had mastered over time. A wide variety of sports, line dancing, bridge, gardening, art, dance and drama all feature in the clubs and members of the bridge club came second in a national competition for junior school pupils in the last school year. The school is very successful in sporting activities, especially in the many netball and football rallies and competitions they join. In the summer, pupils take part in cross-country running, athletics, cricket and tennis. All of these activities add to the already rich learning experience that pupils enjoy and help them to develop good social skills and mature attitudes.

WHAT COULD BE IMPROVED

The school environment, including aspects of health and safety

18. The school is housed in three buildings, separated by a considerable expanse of playground. There are also two mobile classrooms which house all Year 2 pupils. Many of the buildings have defects, or are in a poor state of repair and decoration. Despite this, teachers have made valiant, and successful, efforts to create a stimulating and cheerful learning environment. The whole of the infants' school is a bright and welcoming place, with corridors rich in learning displays and samples of children's work. In the juniors, classroom display is engaging, informative and challenges pupils to think. However, the present state of the buildings and the playground gives rise to many concerns, which have been shared with the school's governors in detail. The infants' playground is currently reduced to half its size; large sections have been fenced off because of the many trees that are growing through its surface. This creates considerable risks to the health and safety of pupils and places a considerable strain on those supervising children at play. While the school is currently considering plans to improve the facilities, the delays to these improvements are not conducive to good staff morale. Governors should continue to press the local education authority to act quickly to address the most urgent needs for improving the school environment, ensuring the safety of children and maintaining good staff morale.

19. While the school considers how best to improve the environment, governors are rightly cautious about spending money on developments that may be only short-term solutions. However, the difficulty of access to a secure outdoor play area for children in the Reception classes is an issue which requires urgent attention. This would allow Reception children to enjoy the benefits of all resources available for Foundation Stage children.

The use of lunchtime supervision and provision for play

20. Although the school has more than the statutory minimum lunchtime supervisors for the number of pupils who remain on site, a number of improvements are needed in the use that is made of supervisors and in the level of their skills for managing pupils at play. The school site is large and difficult to oversee because of the layout of buildings. Besides this, there are few play facilities available for pupils, especially in the juniors. Finally, lunchtime supervisors have not been trained in the school's behaviour management programme and consequently they do not all apply the school rules as consistently as they could, thus reducing the impact they have on pupils' behaviour. The provision for play should be enhanced to bring this area of pupils' learning up to the standard they enjoy in the classroom.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

21. In order to raise standards further, the headteacher, staff and governors should:

(1) Improve the school's environment by:

- rigorously pursuing the plans already in hand to develop the school site and making early decisions about how these will be financed.
- improving the safety of the site in the short term, in those areas where it currently causes concern.
- improving access to the secure play area for pupils in the Reception classes. (paragraph 19)

(2) Improve lunchtime supervision and the provision for play by:

- establishing a core team of supervisors.
- providing training for lunchtime supervisors so that they all use the same behaviour management strategies as teachers do.
- reviewing routines with a view to supporting better oversight of the playground and the dining hall.
- providing small game facilities to help pupils learn from their play.
- encouraging older pupils to take responsibility for resources for play. (paragraph 20)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	31
Number of discussions with staff, governors, other adults and pupils	13

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	15	10	5	0	0	0
Percentage	3.2	48.4	32.3	16.1	0	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 three, percentage point[s].

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)	24	399
Number of full-time pupils known to be eligible for free school meals	N/a	109

FTE means full-time equivalent.

Special educational needs

	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	0	80

English as an additional language

	No of pupils
Number of pupils with English as an additional language	124

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	36
Pupils who left the school other than at the usual time of leaving	31

Attendance

Authorised absence

	%
School data	5.7
National comparative data	5.6

Unauthorised absence

	%
School data	0.4
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
		2002	24	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	16	21
	Girls	27	30	29
	Total	45	46	50
Percentage of pupils at NC level 2 or above	School	82 (91)	84 (91)	91 (91)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	21	21
	Girls	29	29	29
	Total	48	50	50
Percentage of pupils at NC level 2 or above	School	87 (91)	91 (93)	91 (93)
	National	85 (85)	89 (89)	89 (89)

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
		2002	32	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	28	31
	Girls	24	23	24
	Total	50	51	55
Percentage of pupils at NC level 4 or above	School	86 (85)	88 (81)	95 (89)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	22	20
	Girls	31	29	30
	Total	50	51	50
Percentage of pupils at NC level 4 or above	School	74 (81)	86 (82)	86 (81)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
150	0	0
8	0	0
15	0	0
7	0	0
1	0	0
1	0	0
8	0	0
40	0	0
4	0	0
3	0	0
13	0	0
43	0	0
24	0	0
3	0	0
2	0	0
21	0	0
2	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	15.6
Number of pupils per qualified teacher	25.6
Average class size	28.5

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	279

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	24
Total number of education support staff	1
Total aggregate hours worked per week	60
Number of pupils per FTE adult	12.5

Financial information

Financial year	2001-2002
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	£
Total income	1,154,925
Total expenditure	1,138,737
Expenditure per pupil	2,530
Balance brought forward from previous year	105,154
Balance carried forward to next year	121,342

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	3

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	423
Number of questionnaires returned	73

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	79	16	3	0	1
My child is making good progress in school.	58	37	1	0	4
Behaviour in the school is good.	53	38	3	0	5
My child gets the right amount of work to do at home.	41	41	14	0	3
The teaching is good.	62	33	1	1	4
I am kept well informed about how my child is getting on.	49	38	10	0	3
I would feel comfortable about approaching the school with questions or a problem.	68	25	4	0	3
The school expects my child to work hard and achieve his or her best.	59	36	1	0	4
The school works closely with parents.	44	41	7	0	8
The school is well led and managed.	63	29	0	0	8
The school is helping my child become mature and responsible.	56	30	5	0	8
The school provides an interesting range of activities outside lessons.	36	32	4	3	26