

INSPECTION REPORT

COTEFORD JUNIOR SCHOOL

Eastcote, Pinner

LEA area: Hillingdon

Unique reference number: 102374

Headteacher: Ms Sui Charman

Reporting inspector: Mrs June Punnett
17826

Dates of inspection: 24-27 March 2003

Inspection number: 246195

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7-11
Gender of pupils:	Mixed
School address:	Fore Street Eastcote Pinner Middlesex
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Appropriate authority:	The governing body
Name of chair of governors:	Mr John Marshall
Date of previous inspection:	March 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17826	Mrs June Punnett	Registered inspector	Music	What sort of school is it? The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
			Religious education	
			English as an additional language	
9115	Dr Terry Clarke OBE	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
32327	Mrs Susan Alton	Team inspector	Science	
			Geography	
			Physical education	
16760	Miss Dorothy Latham	Team inspector	English	How good are curricular opportunities?
			Art and design	
22180	Mrs Shree Lekha Mistry	Team inspector	Mathematics	
			History	
			Educational Inclusion	
227895	Mrs Margaret Skinner	Team inspector	Information and communication technology	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Coteford Junior School caters for pupils aged between seven and eleven. It is situated in the London Borough of Hillingdon, in an area of both rented and private housing. Most pupils come from the infants' school, although those with disabilities also come from further afield. There are 18 pupils in the school with physical disabilities. Altogether there are 265 pupils on roll, organised into 11 classes. The school is larger than other primary schools, and the percentage of pupils known to be eligible for free school meals is similar to the national average. The percentage of pupils speaking English as an additional language is high but none are at an early stage of acquiring English. The main languages spoken by pupils are Bengali, Panjabi, Gujarati and Katchi. The percentage of pupils identified as having special educational needs, 35 per cent, is above the national average. The percentage of pupils with statements of special educational need is well above the national average. A large proportion of pupils has statements for their physical disabilities. Pupils' attainment on entry to the school is below average.

HOW GOOD THE SCHOOL IS

This is an excellent school with many significant strengths. The staff work very well as a team; this supports teaching and learning and answers well the varying needs of pupils. Standards in many subjects have been maintained, or have risen considerably since 1998, even though pupils' attainment on entry is lower. There are strong indications that the standards in English, mathematics and science will be maintained or improved upon in the 2003 national tests. Standards in all subjects, apart from history, which was not seen as a taught subject but nevertheless is satisfactory, are well above or above national averages. The overall quality of teaching is never less than good, and a good proportion of outstanding teaching was seen. The leadership and management by the headteacher and other key staff are excellent. The school provides a broad and rich educational experience for its pupils and gives very good value for money.

What the school does well

- Pupils attain well above average standards in English, science, information and communication technology (ICT) and art and design by the age of 11.
- Pupils' attainment in mathematics, music, geography, religious education, design and technology and physical education is above average by the age of 11.
- The quality of teaching is very good overall, with a good proportion that is outstanding.
- The leadership of the headteacher is excellent, and this has brought about the significant developments in the school.
- The relationships between all members of the school community are excellent, and contribute well to the school's caring ethos.
- What is provided for pupils with special educational needs is excellent, and enables them to have full access to every area of the school's curriculum.
- Pupils' spiritual, moral, social and cultural development is very well catered for.
- The links with parents and the community are very good.
- Pupils' behaviour is excellent and enables them to make the most of their time in school.
- The provision for extra-curricular activities is excellent.
- The quality of teaching assistants is high and ensures that pupils with special educational needs or with English as an additional language make very good progress in all aspects of their development.

What could be improved

There are no key issues for this school.

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 March 1998. Improvement since then has been very good. The school has improved in all the areas identified by the 1998 inspection because of the commitment and hard work of the staff and governors. It has also improved in many other aspects, for example, in the quality of teaching, in the standards in literacy, mathematics, ICT, physical education and design and technology, and in the range of extra-curricular activities. Other improvements include better communications with parents and increased parental involvement in the school. A new middle management structure has been introduced: co-ordinators now monitor their subjects and feed their action points into the school improvement plan. Parents and pupils are consulted when the school improvement plan is developed, and all members of staff make contributions to the plan. The school has just gained an 'Investors in People Award'. This excellent school has a very good capacity to continue to improve.

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	B	A	C	C
Mathematics	C	B	B	B
Science	B	C	D	D

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

The information shows that standards in the 2002 tests in English were average when compared to all schools and similar schools. In mathematics, standards were above average, and in science were below average. Since 2001 there has been a fall in English and science standards. In the 2002 national tests, the proportion of pupils achieving the higher Level 5 in English and mathematics was above the national average, and in science was similar to the national average. Girls performed better than boys in English and science. There were no significant differences in mathematics. During the inspection, the work seen in English and science was well above average. The school is on course to reach or exceed the targets it has set for pupils to reach Level 4 and above in English and mathematics in the end of Key Stage 2 tests in 2003. The work seen in mathematics, design and technology, religious education, physical education, geography and music was above average. In ICT and art and design, the work seen was well above average. In history, standards of work are average. Achievement in swimming is satisfactory.

Pupils with special educational needs and those who speak English as an additional language make very good progress in their learning and achieve standards that reflect their potential. Higher-attaining pupils make good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are happy in a school where there is a strong sense of social inclusion. Pupils join in the activities and accept the responsibilities that are available to them.
Behaviour, in and out of classrooms	Excellent.
Personal development and relationships	Excellent. Pupils are friendly, confident and polite. They have excellent relationships with each other and with all adults in school.
Attendance	Attendance is average, which is an outstanding result considering the high numbers of pupils who are absent because of medical treatments.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	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 very good overall and never less than good. In all lessons teaching was good or better, and in the majority it was very good or better. In a significant minority teaching was outstanding. The teaching of English is very good, and in mathematics it is good overall. The quality of teaching of literacy and numeracy is good in all classes. Teachers have a very good understanding of the subjects they teach and use this well to extend the learning of pupils. They manage pupils' behaviour very well so that pupils can listen and learn. Relationships are excellent, so pupils feel confident and this helps them to learn well. Pupils with special educational needs are taught exceptionally well and receive sensitive support from their classroom assistants, enabling them to make valued contributions to lessons. The quality of teaching for pupils who speak English as an additional language is good and helps to develop pupils' confidence well.

The quality of the pupils' learning and progress reflects the quality of teaching and is very good overall across the school. Strengths in learning include the way the pupils take turns and use equipment effectively and the enthusiasm with which they take part in lessons and answer questions when they are motivated by the teaching. Pupils' exemplary behaviour means that all have the opportunity to listen and learn. Pupils who speak English as an additional language make good progress in their learning due to the focussed support they receive.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum offers pupils of all abilities a rich educational experience. Statutory requirements are met in all areas. The range of extra-curricular activities is excellent. There are plans for the co-ordinator to update the policy for personal, social and health education.
Provision for pupils with special educational needs	Excellent. The good knowledge that the staff has of these pupils helps them to feel confident and secure.
Provision for pupils with English as an additional language	These pupils make good progress because their learning is carefully assessed, enabling teachers to meet their specific needs well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. The provision for pupils' social development is excellent. The provision for pupils' spiritual, moral and cultural development is very good. The provision for pupils' personal development is excellent.
How well the school cares for its pupils	Excellent. The school provides exemplary care for its pupils, ensuring that pupils are well known to staff, and that high quality welfare is provided.

Pupils are encouraged to attend regularly and punctually. The information that teachers have about pupils' progress, and the records that they keep ensure that pupils make very good progress in all subjects. The partnership between parents and the school is excellent.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. An ethos of care and mutual respect permeates the school. The systems for managing the school are very good, and help pupils to make very good progress.
How well the governors fulfil their responsibilities	Governors have a very good knowledge of the strengths and weaknesses of the school. Contacts with the school are well developed. Responsibilities are fulfilled very well.
The school's evaluation of its performance	Very good and one of the many strengths of the school. Staff track the progress of pupils very well and use information about what pupils have learned to plan their next lessons.
The strategic use of resources	Very good. Funds are well targeted at the school's priorities.

The process leading to the formation of the school development plan is highly effective, and suitably involves governors, staff, pupils and parents. The accommodation is very good, with extensive grounds that enhance the curriculum. Resources are good overall, although an increase in the quantity of musical instruments would benefit pupils' learning. The school has

a staff with a range of experience and expertise. Educational and financial decisions are carefully considered to help the school decide whether it is providing best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The charismatic leadership of the headteacher. • The good improvements in ICT. • The extra-curricular clubs. • The value the school adds to the children's education. • The good standards achieved by the children. • The provision for pupils with special educational needs. 	<ul style="list-style-type: none"> • The school lunches. • The arrangements for leaving school at the end of the day. • A proportion of parents expressed views about the amount of homework.

The inspection team agrees with the positive views of parents. The school lunches are satisfactory, and very well supervised by school staff. When the children leave the school at the end of the school day the arrangements rely heavily on parents' co-operation when collecting their children to ensure their safety across the road. The school does everything possible to ensure the safety of children as they leave the premises. The school's homework policy is consistently implemented and closely follows national recommendations.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. On inspection evidence, by the end of Year 6, pupils attain well above average standards in English and science. In mathematics, pupils attain above average standards. Speaking and listening skills are good. The quality of extended writing reflects very well the emphasis that the school has put on developing this aspect of the subject during the past two years. Pupils read confidently using good expression. As a result of consistently good or better teaching, standards in mathematics have risen since the last inspection. Pupils develop well their own strategies for problem solving in mathematics. In science, they understand how to make a fair test and understand why day and night is related to the movement of the earth round the sun. In ICT, standards are well above average, as a result of the school's development of the subject and especially the leadership of the ICT co-ordinator. A particular strength is pupils' understanding of the control and monitoring aspect of the subject. The use of ICT in many curriculum subjects is very good, and supports learning very well. Standards in art and design are well above average, and better than those found in 1998.
2. Standards in music, geography, design and technology, physical education and religious education are above average. Music and art contribute well to pupils' spiritual and cultural development. In history, standards are in line with expectations. Compared with the last inspection, there have been very good improvements in English, mathematics, science and ICT, when standards were judged as average. Standards in history and geography are similar to those in 1998, and those in art and design, design and technology, music, physical education and religious education have improved. The most significant factors affecting standards by the end of Year 6 are the confidence of staff and the expertise that new staff have brought to the school. The greatly improved use of the tracking of pupils' progress, and the improved and more consistent quality of teaching, especially in English, mathematics and science, are strongly contributing factors. Test results are rising at a similar rate to the national trend.
3. In English and science, pupils did not perform as well in the 2002 national tests at the end of Year 6 as in the 2001 tests. This was partly due to the change in teaching emphasis in science, and further developments in English. The other factor was the personal difficulties experienced by some pupils at that time. Standards were maintained in mathematics. Overall, above-average standards were achieved in mathematics when compared with all and similar schools. Since 2000 there has been an overall improvement in mathematics standards. Since 1999, the results in science have been declining. A key focus for the school has been on the '*using and applying*' aspect of science and this is now leading to well above average standards, as seen during the inspection. In the 2002 national tests, the percentage of pupils achieving the higher Level 5 in English and mathematics was above the national average, and in science the percentage was similar to the national average. The school's targets for 2002 were exceeded in English and mathematics, and it is likely that the school will meet or exceed the 2003 targets.
4. A very great strength of the school is that all pupils with special educational needs make very good progress in line with their very carefully identified and well-defined individual education plans. Pupils achieve very well in relation to their prior attainment in all subjects because their very diverse needs, which are regularly reviewed, are fully met.

5. Pupils who speak English as an additional language make good progress in learning English, and good progress against their previous learning in general.

Pupils' attitudes, values and personal development

6. Pupils' attitudes to the school are very good. Their behaviour, personal development and the relationships across the school are excellent. These aspects have improved since the last inspection. Attendance is average, as it was at the time of the last inspection.
7. Pupils enjoy coming to school, a fact confirmed by the positive response in the parents' questionnaires. Pupils are enthusiastic about the school and are interested and fully involved in the many activities provided. For example, nearly all pupils take part in one or more of the many clubs, which staff give up their free time, willingly, to run. When they arrive in the morning they settle down quickly to their work, usually quiet reading while they wait for the registers to be called. Pupils have a shared sense of pride in and ownership of the school.
8. The behaviour of pupils, in the classroom and around the school, is excellent. They are polite and courteous, hold doors open for adults and each other, and say 'please' and 'thank you'. Pupils are particularly polite to visitors and are always pleased to show them the way when they appear lost. The school is a very orderly community and pupils move around quietly, mostly without any pushing or jostling. A small number of pupils do have behaviour problems, but they are not allowed to interfere with the work of other pupils in the classroom. Exclusions are rare, but when they happen they are for proper reasons. This sanction is used only after all else has failed. The number of pupils excluded has decreased since the last inspection.
9. Pupils with special educational needs are eager to come to school and are very positively involved in the wide range of school activities. They contribute very well to all aspects of school life including guitar lessons, football club and sculpture club. An outstanding feature of the school, applying equally to able bodied and physically disabled pupils, is the excellence of supportive relationships throughout the whole school community both in and outside the classroom.
10. There is a notable absence of bullying and of any other oppressive behaviour. It seems that such behaviour is very much against the ethos of the school, as the pupils are more intent on helping each other, particularly those with physical disabilities. This is an excellent feature. As pupils move up the school, they develop a very good understanding of the impact of their actions on others and show a great respect for others' feelings, values and beliefs.
11. Pupils show initiative and are very happy to accept responsibility. For example, in a Year 4 science lesson, the teacher was having trouble keeping a board on its easel. Two pupils sprang forward spontaneously offering to help. Actions like this are very much a part of life at the school. Pupils take increasing responsibility as they move up the school and, more and more, they take responsibility for their own work. There is an active school council, which is effective and raises important issues referred by pupils. School council representatives report back to their colleagues. Year 5 pupils train to act as 'buddies' and they support younger pupils around the school and at playtime.
12. Relationships across the school, among pupils and between pupils and adults, are excellent. In the classroom pupils work very well together in pairs and in groups. Able-bodied pupils take the presence of physically disabled pupils for granted without

patronising them. All members of staff, including teachers, classroom assistants and other members of staff, foster excellent relationships with their pupils, treating them with respect and acting as excellent role models. The pupils particularly appreciate the welfare assistant who helps to care for those who are sick or have received injuries.

13. Attendance is average, which is an outstanding achievement when other factors are taken into account. Although in the previous year attendance was below the national average, closer examination of the figures shows that the number of authorised absences was largely due to the long-term absence of a small number of pupils undergoing hospital treatment. The frequent unauthorised absences of one or two pupils have now been reduced by the effective intervention of the education welfare service. Pupils usually arrive promptly at school. Scrutiny of the late book shows that very few arrive late on any one day. If they do there are usually for valid reasons. Sometimes disabled pupils arrive late because their transport has been held up. The level of attendance and the prompt arrival of pupils have a positive effect on pupils' attainment and learning.

HOW WELL ARE PUPILS TAUGHT?

14. The quality of teaching and learning is very good overall, in 21 per cent of lessons seen being outstanding. At the last inspection the quality of teaching was a considerable strength of the school. It has improved significantly since then. In some lessons then there was a lack of rigour in questioning and exposition; this is no longer the case. The quality of teachers' questioning is a strength and is significant in supporting pupils' very good progress. In 1998 some assessment criteria required more detail in order to inform better forward planning. Teachers' record keeping is now exemplary, and assessments are now used very well to inform future lessons. The evaluation of lessons by teachers is very good. In 1998, the homework policy was open to interpretation. This is no longer the case, and the policy is consistently implemented across the school. These are significant improvements since the last inspection.
15. Teaching is never less than good. In all lessons seen teaching was good or better and in six out of ten lessons it was very good or better. In two out of ten lessons teaching was outstanding. In the very best lessons, learning is extended by effective classroom management, combined with high expectations of pupils' attainment. The teaching of English is very good overall, and ranges from excellent to good. In mathematics, teaching is good across Years 3 to 6, and ranges from excellent to good. Some inspirational English and mathematics teaching was seen in Year 6. Literacy and numeracy are taught very well across the school. The strongest teaching in other subjects was seen in science, ICT, music, design and technology and art and design lessons. These lessons included those specifically for pupils with special educational needs, for example, the development of keyboard skills in ICT. Computer skills are very well taught across the school, and the use of the computer as a tool for learning is very well developed.
16. Teachers promote subject-specific language particularly well, so pupils learn its meaning and discuss their ideas with precision. The learning of foreign languages, during extra-curricular time, helps pupils to discriminate well in their use of English. Teachers have a very good understanding of the subjects they teach, and use this knowledge to good effect in lessons. Resources are used well to develop knowledge, skills and understanding and to motivate pupils. The regular setting of homework contributes well to pupils' understanding of subjects. Teachers' use of day-to-day assessment supports pupils' learning very well. There are no significant weaknesses in teaching.

17. An example of an outstanding lesson in Year 6 exemplifies well the high quality of teaching seen during the inspection. Pupils were set the objective of producing impersonal writing using complex sentences and embedded clauses. The teacher's subject knowledge and understanding were excellent, as were the classroom management and relationships with pupils. The pace of the lesson was extremely brisk and the instructions and expositions were particularly clear and concise. When recapping at the beginning of the session what they had learned previously, many pupils explained the definition of a complex sentence, including the need for a verb in a clause. This recapping of the stage pupils had reached and what they were learning continued throughout the lesson, with a constant input of detailed rigorous information about aspects of grammar. The teaching strategies were very effective and a quarter of the class was securely working at the higher level 5 and a quarter between level 4 and 5. Pupils with special educational needs were able to match one or more aspects of the lesson and, with excellent support from the support assistants, achieved some written work. The teacher's very high expectations ensured that pupils of all abilities made excellent progress in their learning. This lesson was teaching at its very best.
18. Relationships in the classrooms across the school are excellent, and teachers and support staff manage the behaviour of pupils very well. This ensures that all pupils have good opportunities to listen and learn, and enables those who take longer to answer questions to gain in confidence. There is a consistent approach to behaviour management, which relies on all members of the school community understanding clear guidelines about what is acceptable behaviour. This they do very successfully; the staff are excellent role models for pupils. There is a commitment on the part of all staff to high achievement for their pupils and this results in above-average attainment in the majority of subject areas.
19. Pupils with special educational needs are very well taught and make very good progress, either in the classroom or in small group work. In the classroom there is very good support by the knowledgeable learning assistants; the latter are very well briefed by the class teachers, who plan carefully so that the pupils' well-identified needs are met in all lessons. In small group work, with the special needs teachers, the quality of teaching is always good, often very good as in a Year 5/Year 6 mathematics group, or excellent, when pupils who have difficulty with pen control are taught keyboard skills.
20. Pupils who speak English as an additional language learn well; they are helped to feel secure in the school environment, and care is taken to aid their understanding in lessons. The special support and teaching provided to aid their acquisition of English are of good quality and well integrated with their classroom learning. The specialist teacher liaises closely with the class teachers when planning work and when involving pupils in activities or discussions. For example, during a literacy lesson, two pupils remained in the class for the initial teaching before going off to work with the specialist teacher on the set class task about the planets. As a result pupils make good progress in their learning. Dual-language books are used effectively and pupils' self-esteem is raised in shared celebrations.

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

21. The curriculum offered to pupils is very good indeed. It provides very well planned and relevant learning opportunities and all pupils are very successfully included in all of these. The curriculum is both broad and balanced, enriching experience and promoting the aims of the school very well. It includes all subjects of the National Curriculum,

together with religious education and personal, social and health education, and meets all statutory requirements. The curriculum is enhanced by the introduction in some year groups to the modern foreign languages of French and Japanese, and by a great variety of educational visits and visitors, and by the excellent provision of extra-curricular activities.

22. Provision in the main subjects of English, mathematics, science and ICT is very good. The provision indicated for history, which was not being taught during the inspection because this subject alternates with geography on the timetable, was satisfactory. Provision in all other subjects is good or very good. Good quality policies and schemes of work are in place for all subjects, and each receives an appropriate amount of teaching time. There is an impressive and comprehensive curriculum annual planning chart, and this has links with the very detailed school improvement plan. There is a governing body working party designated to oversee the curriculum, which is active and which receives regular reports on different subjects according to a rolling programme of subject monitoring provided in the annual chart which follows the development of initiatives in the school improvement plan.
23. There has been very good improvement since the last inspection. The National Literacy Strategy and the National Numeracy Strategy have become well established, and the strategies employed by the school for the teaching of literacy and numeracy skills are very effective. Planning at all levels is now very good indeed and is well referenced to the National Curriculum and its related documentation; assessment is now being used very effectively to influence subsequent planning, allowing teaching to be precisely targeted. As a result, planning which takes account of the different capabilities and previous learning of individuals as well as of groups is now extremely efficient. The monitoring of the curriculum by senior members of staff is systematic, and is carried out to a regular and specified cycle.
24. Provision for pupils' personal development is very good. Health and 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, in ways appropriate for the ages of pupils. The subject co-ordinator plans to update the policy for personal, social and health education in the near future. The provision for homework is very good, and homework is well integrated into ongoing lessons, and there are excellent home-school links in connection with reading.
25. The aims of the school show a very strong commitment to equality of access for all pupils and this is reflected excellently in all aspects of school life. The school compares how well boys and girls perform in different subjects, and pays very good attention to the learning needs of both boys and girls. Pupils with particular gifts and talents are clearly identified using specific criteria, and are given opportunities to exploit these; for example, older pupils can take a master class in learning Spanish or can learn to play a musical instrument. The excellent provision for pupils with special educational needs and the special support for those who speak English as an additional language ensure that they have appropriate access to all aspects of the curriculum and to other activities and events arranged by the school.
26. The provision for pupils with special educational needs is excellent. All pupils, including the physically disabled, are fully integrated in all lessons including physical education. Pupils with certain physical disabilities have very good swimming lessons in the school's hydro pool with the very knowledgeable school welfare assistant. Pupils have the opportunity to join any club. The staff ensure that any school visit, including the Year 6 residential trip, is suitable for all pupils, including the physically disabled. The

purchase of a school mini-bus, driven by the staff, has made transportation of pupils in wheel-chairs much easier. The transition of pupils with special educational needs to secondary schools is excellent under the direction of the special needs co-ordinator. The pupils have access to a wide range of health professionals, including occupational therapists, who have permanent offices and facilities in the school.

27. The school has a collection of bilingual texts, and books in pupils' home language, for those pupils who speak English as an additional language. Some of these pupils are able to read and write in their home language as well as in English, and this is encouraged by the specialist teacher and by school staff. The provision is very good.
28. The school provides for a great many activities and events that enrich the experience of pupils. These include visits to places of interest, such as Hampton Court, the National Gallery, a supermarket, Neasden Temple, RAF Hendon, and a trip on the Thames and visitors to speak to pupils on topics of interest or to conduct workshops in a variety of subjects. Sculptors, for instance, demonstrate their skills, theatre groups present plays, musicians perform, and there are also links with local churches and places of worship. These activities provide an added dimension to school life and have a positive impact on pupils' learning. The curriculum is also greatly enriched by the excellent range of clubs, games, sport and other activities in which pupils can engage voluntarily as additional to school lessons. The school currently provides a range of 16 of these extra-curricular activities, including two art clubs, drama opportunities, recorder lessons, story-telling, Internet club, mathematical games, and construction club. In games and sports teams and clubs the school does well and often records successes in local matches, competitions and tournaments. Pupils are also able to take advantage of tuition in a number of musical instruments, and there are many currently learning the keyboard and the guitar. Uptake of all these opportunities by pupils is good, with over 50 pupils currently involved in the lower school drama production of Peter Pan shortly to be staged. Most members of the teaching staff are involved in one or more of these activities.
29. Links with the local community are strong, making a very good contribution to the curriculum. There has been considerable improvement in this area since the last inspection. Apart from the local visits, there are registers kept of people in the community willing to speak to pupils on religious themes, about disability, and on specific subjects. A prayer room has been developed, and a parents' room. The school benefits from a partnership with the University of Hertfordshire, receiving students in training and also in turn making use of the career development opportunities afforded to staff by the university. Pupils at the school support a number of charities from year to year, and this year they have raised about £1,000 for Great Ormond Street Children's Hospital.
30. The links between the school and its partnership institutions are excellent. The school enjoys a particularly close relationship with the adjacent school for pupils with severe learning difficulties, with some shared facilities such as the hydrotherapy pool. Pupils from the adjacent school join Coteford for music lessons and the learning of instruments. Together pupils share experiences when pupils from Coteford Junior school spend time with the Grangewood special school pupils on a regular turn-taking basis. With its feeder infant school, Coteford School has many close links; there are smooth modes of transfer, and shared aspects to some curricular planning, such as in religious education. There are also very good links with the secondary schools to which pupils transfer when they leave Coteford, and with the closest of these, Haydon, there are two-way staff training links in literacy, numeracy, and languages. Pupils taking the Spanish master class do extremely well subsequently in their GCSE examinations in

Spanish at age 13, because of the seamless progression that takes place in this subject between primary and secondary schooling.

31. The provision for pupils' spiritual, moral, social and cultural development is very good overall. This is an improvement since the last inspection, when it was good overall. Provision for pupils' spiritual, moral and cultural development is very good, while that for their social development is excellent. The provision for spiritual development is enhanced through religious education, where they learn about Christianity and also about Islam and Judaism. Pupils conduct themselves very reverently during the calm atmosphere of assemblies, enjoy listening to well-chosen music, and take part in prayer and reflection. Pupils are encouraged to develop an appreciation of, and to wonder at, the natural world during science lessons. Pupils reacted with surprise and wonder at the conclusion of an experiment with melting ice cubes, when water became condensed on the cling film lid over the bowl in which the cubes had been placed. Spontaneous applause greeted the conclusion of Haydn's Allegro, played expertly on the piano by one of the pupils. Reflection on their own lives and those of others is encouraged through literary texts and poetry.
32. Moral development is supported very well by the high expectations that staff have of pupils, by their modelling of roles, and by their consistency in showing respect for both pupils and other adults. Encouragement and on-the-spot counselling are given to engender the same respect between pupils. Class rules are well adhered to, and a system of rewards and praise makes building pupils' self-esteem and their consideration for others very successful. Members of staff make pupils aware of what is acceptable and help them to develop appropriate and clear ideas of right and wrong.
33. The school makes excellent provision for pupils' social development. The school has a very positive approach to the management of behaviour, and members of staff are consistent in their application of it, which produces excellent standards. In lessons, working collaboratively in pairs or in small groups is often employed, allowing pupils to help one another, learn from one another, and to rehearse aspects of their learning with one another. They enjoy this and co-operate with one another excellently. They work and play very well together and like to help one another. They display caring attitudes towards others, and also care for their school environment. Older pupils learn about aspects of social responsibility and there is an active school council, democratically elected by the classes, which contributes through its initiatives to the smooth running of the school community.
34. Provision for pupils' cultural development is very good. It draws on many examples from a variety of cultural traditions and aids pupils in coming to an appreciation of the ethnic and cultural diversity of modern Britain. The very good provision for art and music in the school enhances pupils' cultural awareness and knowledge. Studies of the work of famous artists, listening to music from a variety of cultural traditions, and learning about world faiths provide a wide range of cultural influences, while the introduction of language learning in Japanese, French and Spanish, together with a recent 'German Week', adds to this enrichment.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The school's procedures for child protection and for ensuring pupils' welfare are very good. The procedures for monitoring pupils' academic and personal development and the educational and personal support and guidance for pupils are all excellent. Pupils receive their education in a safe, caring and nurturing environment. This was a major

strength of the school at the time of the last inspection and these high standards have been maintained and even exceeded.

36. The school has proper child protection procedures in place, with the headteacher as the designated adult. The headteacher and her deputy have both received full training. They go through the training procedures with other members of staff, who are regularly kept up to date. Child protection training is an integral part of induction for new members of staff. Statutory personal education plans are in place for 'cared for' pupils. The school has an excellent relationship with staff of the Borough's Social Services Department, who are always available for advice and attend all case conferences. Because of the pupils' trusting relationship with staff, they are usually prepared to discuss their concerns with their teachers or, particularly, with the experienced support staff.
37. The school is particularly vigilant on health and safety matters and the governing body is closely involved. The chair of governors is a fire officer, so he has a close personal interest in these matters. The headteacher, the site manager and chair of governors carry out regular health and safety audits of the premises. Any matters arising from these audits are dealt with on a priority basis. Urgent matters are dealt with immediately. The school carries out appropriate risk assessments. The procedures in place for managing injuries and sickness are excellent. A number of members of staff have undergone first-aid training and are led by a very experienced and caring welfare assistant. She is responsible for the administration of medicines and handling and recording accidents and injuries, which she does meticulously. She also has detailed knowledge of all those pupils with chronic illnesses and their requirements. The school's procedures for ensuring pupils' welfare are enhanced by very good links with other agencies, particularly the health services. Parents say that the welfare support at the school is superb. The inspectors agree.
38. The school's very good procedures for monitoring and improving attendance ensure that levels reach the national average. This is an outstanding achievement when the number of absences due to hospital treatments are taken into account. Attendance is recorded electronically, with the information from the registers entered on a weekly basis, which enables the school to monitor any absentees. The school follows up absences closely, sending out letters when required, and pupils about whom the school has concerns are followed up on a first-day contact basis. The school receives good support from the education welfare service. Pupils who arrive late regularly and without a good reason are also followed up.
39. The procedures for monitoring and promoting good behaviour and for monitoring and eliminating oppressive behaviour are excellent. As a start, the school's behaviour policy is entitled 'Good behaviour policy', indicating a positive approach. The document itself is brief and clear with an appropriate range of rewards and, if necessary, sanctions. Pupils are well aware of the rules and, except in rare instances, keep to them. The staff manage behaviour well and early intervention in the classroom ensures that there is very little disruption. There are some pupils at the school who have behavioural problems, but these are well identified and closely monitored. If necessary the school calls on the services of the educational authority's behaviour support service. An appropriate anti-bullying policy is in place, but bullying is very much against the ethos of the school and none was observed during the week of inspection. The small number of entries in the headteacher's incident book is good evidence of the low number of bullying incidents as well as the decreasing number of incidents of poor behaviour. At the pre-inspection meeting, one parent spoke highly of the way one bullying incident was dealt with by the school.

40. The school has excellent procedures for monitoring and supporting pupils' academic progress and personal development. The pastoral care which the school provides is outstanding. Pupils with special educational needs all have care plans. All pupils with identified problems are given targets. Each pupil is known well by the staff, both teachers and support assistants. They are well supported by the welfare assistant. All pupils, whether they have problems or not, are monitored well. For example, pupils are interviewed twice a year, once by their class teacher and once by the headteacher. Among the resources available to the school are bereavement counsellors as well as specialist visiting staff, such as speech and occupational therapists. When problems, such as behavioural or attendance issues, do arise, parents are brought in. This helps particularly to identify issues when they originate from home. The school is also well supported by the education welfare service, the education authority's behavioural support service and social services. A good programme of personal, social and health education underpins the level of care, although the formal policy part of this programme needs updating in line with the new co-ordinator's proposals.
41. The assessment procedures are excellent. There has been a good improvement in assessment since the last inspection. The school now uses assessment data very well to inform future planning. The assessment system is central to the success of the school and guides its aim of treating each pupil as an individual. Regular assessments are carried out in English, mathematics and science, along with end-of-unit assessments in history and geography.
42. Detailed analysis of National Curriculum test results at the age of eleven by senior management identifies less secure areas and this information is used for future planning. A tracking system enables progress to be measured carefully, and intervention strategies are employed when necessary. Optional national tests are administered twice a year to look for individual progress and to set class targets. Target setting is clearly focused on raising standards. Teachers use their professional judgement to choose class targets, allowing them to accomplish the best results possible. Class teachers also agree individual targets with pupils for English and mathematics, which are revised at least termly and discussed at parents consultation meetings.
43. Pupils with special educational needs are identified and monitored from early in their school lives, as are those who speak English as an additional language. Together with regular monitoring, this information is used to target a wide range of support for all abilities. Assessment data is used well by senior management to target resources to areas of greatest need. Individuals and groups are thus supported in their learning. The information is used sensitively and is central to the philosophy of individual care that is practised.
44. The provision for pupils with statements, including those with physical disabilities, is excellent and a particular strength of the school. All the staff and pupils ensure that excellent care is given to pupils with special educational needs. This extends beyond the classroom to the dining room and playground, where these pupils are fully included in the social life of the school. Pupils' personal needs are attended to with discretion.
45. Pupils who speak English as an additional language are assessed for their levels of English acquisition on entry to the school, and the specialist teacher carries out regular ongoing assessments of their development in English. This assessment is used effectively to structure the future steps of pupils' learning of English, and influences planning for them in the usual range of subjects. Regular on-going assessments

ensure that their work and progress are closely monitored. The school supports pupils who speak English as an additional language very well; class teachers are aware of their needs and give them encouragement and help, enabling their confidence to develop.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. The parents' views of the school are extremely positive. The school's links with parents are highly effective and the impact of parents' involvement on the work of the school is very good. The school's partnership with parents is another strength. These aspects seem to be even better than at the last inspection.
47. Parents' expressed their very positive views at their meeting with the registered inspector in their responses to the questionnaire. All the questions in the latter were answered positively by well over 90 per cent of parents, except for the question on homework. The inspection team finds homework provision to be very good. All parents said that the school was very approachable and was well led and managed. The two parents interviewed during the inspection confirmed these positive views and the inspectors agree.
48. To further its links with parents the school provides a large amount of excellent quality information, which includes an attractive and informative prospectus, a well-presented governor's annual report and a multiplicity of different types of newsletters. These keep parents informed not only about events at the school, but also about curriculum matters and matters relating to individual years. Family learning classes are held, and there is an adult book circle, as well as organised family outings. There is a systematic approach to parental communication each term, which includes curriculum evenings. Annual reports give good information about pupils' progress in a reader-friendly way. However, they could be more focused and give a clearer indication of future targets and be more consistent in indicating the curriculum levels pupils are working at in the core subjects. Termly meetings enable parents to talk to the pupil's class teacher about the progress he or she is making. Parents have plenty of time at these meetings and are not under pressure to move on. The approachability of the school means that parents are able to discuss issues at any time. Teachers, including the headteacher, are available at the beginning and end of the school day. Parents are impressed by the willingness of staff to help at fund-raising activities on Saturday mornings. The governing body is always keen to consult parents by sending out their own questionnaires.
49. Parents of children with special educational needs are kept very fully informed by home-school link books or regular formal discussions. There are also many informal meetings, including the morning welcome at the school door, by the school welfare assistant, of parents accompanying pupils with physical disabilities.
50. Liaison between the school and the parents of pupils who speak English as an additional language is provided by the specialist teacher who works at Coteford and in the attached secondary school for pupils with severe learning difficulties. She has devised a useful pictorial response form for parents who may experience difficulty in understanding English text. A particularly effective part of her role means that - should the need arise - she is available to either school very quickly. The teacher is out in the playground talking with parents at the end of school and is quickly alert to any areas of difficulty. The reports about children's progress are comprehensive and helpful to parents.

51. The parents make a very good contribution to pupils' learning, both at school and at home. For example the Parent School Association (PSA) makes a valuable contribution through its fund-raising activities. The money raised helps to provide extra learning resources for the school. They also raise funds for special items such as the school minibus. Most parents work during the day but those who can make a valuable contribution by helping in the classroom and listening to pupils read. Parents over-subscribe to spare places on school outings. Many also involve themselves by supporting pupils with their homework topics.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. Overall, the leadership and management of the school provided by the headteacher, deputy headteacher and other key staff are excellent. Since the last inspection the issues for action have been addressed successfully in all areas. The new leadership and management of the school are having a positive impact on the raising of standards, and have successfully built upon the school's previous strengths. The strong leadership style of the headteacher has enabled staff throughout the school to be innovative in developing their curriculum areas and, as a result, standards are improving all the time. This school generates an atmosphere of confidence in the future due in no small part to its ethos and the very high expectations set by the headteacher and her team. The school's aims are fully reflected in its daily life. The improvement since the last inspection has been very good.
53. The headteacher is well supported by her deputy. This partnership enables individual skills and talents to be used to good effect. The monitoring, evaluation and development of teaching by the senior management team are strong. The subject monitoring by the senior management team is having a positive impact on raising standards at the school, especially in English, mathematics, science, ICT and music. New co-ordinators have been appointed, two of whom are advanced skills teachers. They bring particular skills and talents to the school.
54. There are very good procedures for the induction of new and newly qualified teachers to the school. Job descriptions are in place, and the school has taken appropriate steps to ensure that performance management procedures support staff development. The procedures for the appraisal of support staff are developing.
55. The school has very good links with the infants' school and the on-site special school. Transfer arrangements to local secondary schools are also good. The school works effectively and successfully to promote equality of opportunity taking care to include all pupils in activities. Through the curriculum it successfully prevents racism. The improvement plan is a useful, if weighty, document as it summarises the developments of the previous year. It is a working document through which governors and all stakeholders keep abreast of developments. There is a strong sense of ownership in the school. The priorities for development are very good. Staff, governors, pupils and parents are fully involved in devising the school improvement plan. This is excellent practice.
56. Coteford Junior is a fully inclusive school and all pupils are fully integrated into lessons and every aspect of school life through very good quality support. Pupils with special educational needs are sensitively integrated into lessons and extra-curricular activities. They are accepted fully in pupil groups. Educational visits are planned in such a way that all pupils can participate.

57. There is no special unit for pupils with disabilities. The building is fully adapted to suit the needs of all pupils. There is a physiotherapy room and a hydrotherapy pool on site. Pupils are very positive and supportive towards physically disabled colleagues. They happily help friends in wheelchairs. There are occupational therapists and physiotherapists on the staff but speech therapists are hard to find at the moment. Grangewood Special School and Coteford Junior share the same site and the buildings are joined by a corridor. There is constant flow of pupils and staff between the two schools and the relationship between them is excellent.
58. Guided by the aims and ethos of the school, the management of special educational needs by the co-ordinator is excellent and this is a very great strength of the school. The special educational needs co-ordinator, with fine attention to detail, organises the provision for all pupils with special educational needs ensuring that their changing needs are identified and the resources are available to match them. All staff, including the very good learning support assistants, work together in a very conscientious way to constantly assess and monitor progress against pupils' individual education plans. This ensures that pupils with special educational needs are fully included in all aspects of school life and make very good progress. The support provided for pupils who speak English as an additional language is very good and helps pupils to make very good progress. It is managed very efficiently, and meets the needs of pupils very well.
59. The governing body fulfils its responsibilities very well. The governors have an appropriate committee structure that assists them to manage their work effectively. They have a very good understanding of the strengths and weaknesses of the school. Through focused visits and their committees, governors are suitably informed about the school. They work effectively as 'critical friends'. Relationships with the school are very good.
60. Overall, the school monitors its performance very well. The monitoring, evaluation and development of teaching is very good because it impacts positively on standards. The headteacher has an excellent knowledge of the school, and, together with the deputy headteacher and staff, sets appropriate targets for school improvement and curricular planning. Careful financial planning, administration and monitoring of expenditure ensure that the school's resources are used well to promote the pupils' learning. The governors oversee all aspects of the school's income and expenditure. Audit procedures for voluntary funds are suitably in place. The day-to-day management of finance is very rigorous. In order to ensure best value for money, three quotations are obtained when significant expenditure is planned. These arrangements are good. The funding grants allocated for staff training are used well. Funding grants allocated for extra classes in English and mathematics are well targeted to help pupils improve their work. The funds allocated specifically to help pupils with special educational needs are very well managed and used prudently to support pupils. The school uses ICT fully for administration and for the education of the pupils. Governors have a comprehensive finance policy in place and they carry out their strategic role very well.
61. Accommodation in the school as a whole is very good and allows the curriculum to be taught effectively. The classrooms are of a good size for most age groups, and accommodate wheelchairs well. However, should classes become larger the school would experience some difficulties. The accommodation includes occupational and physiotherapy rooms and a hydrotherapy pool. These are maintained to a high standard. The hydrotherapy pool enhances provision for pupils with disabilities and is shared with the attached special school.

62. The school has toilet facilities of a high standard in which the good state of decorations and maintenance encourage pupils to treat the areas with respect; this works very well. The caretaking and cleaning staff maintain all services to a very high standard. The extensive grounds are well maintained. Storage in the school is good and the main library is attractive and well positioned for easy access. Additionally, there is an attractive quiet room for reading, which is also used for lunchtime reading clubs, and an additional non-fiction library. There is also a room specifically used for sick children and adults, which is staffed by qualified staff.
63. Learning resources are good overall, and provide adequately for the curriculum. Learning resources in music would benefit from being extended to include more instruments. In the core subjects of English and mathematics, resources have been improved to provide for literacy and numeracy teaching. Books in the library enrich pupils' educational opportunities. The present range of computers is good and exceeds government recommendations.
64. Statutory requirements are met in all areas. The quality of provision for pupils' spiritual, moral, social and cultural education is very good overall, the quality of teaching is very good, and the quality of the school's leadership and management is excellent. The headteacher provides excellent leadership and educational direction for this school. Pupils' behaviour is exemplary. Relationships in the school community are excellent, and the school has unstinting support from its parents and governors. Standards in English, mathematics, science, ICT, art and design, design and technology, music, physical education and religious education are above average. Although the costs per pupil are well above average, due to the many pupils with disabilities and special educational needs on roll, the value added by the school for all its pupils is very good. These factors mean that the school gives very good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65. There are no key issues for this school.

Minor issues which should be considered by the school:

- (1) Develop a programme for speaking and listening to incorporate guidance on assessment that will give teachers a better idea of pupils' progress.
(Paragraph 75)
- (2) Further develop the school's programme for personal, social and health education.
(Paragraphs 24,40)
- (3) Further develop target setting in the pupils' annual reports.
(Paragraph 48)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	73
Number of discussions with staff, governors, other adults and pupils	47

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	15	30	28	0	0	0	0
Percentage	21	41	38	0	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 as each lesson represents more than one percentage point.

Information about the school's pupils

Pupils on the school's roll	Y3– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	265
Number of full-time pupils known to be eligible for free school meals	51

FTE means full-time equivalent.

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	23
Number of pupils on the school's special educational needs register	70

English as an additional language	No of pupils
Number of pupils with English as an additional language	34

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	6.1

Unauthorised absence

	%
School data	0.6

National comparative data	5.4
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	27	31	58

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	20	20
	Girls	24	27	25
	Total	41	47	45
Percentage of pupils at NC level 4 or above	School	71 (87)	81 (82)	78 (92)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	20	19
	Girls	26	27	25
	Total	46	47	44
Percentage of pupils at NC level 4 or above	School	79 (87)	81 (87)	76 (93)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	180	4	0
White – Irish	3	0	0
White – any other White background	7	0	0
Mixed – White and Black Caribbean	6	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	3	0	0
Mixed – any other mixed background	6	0	0
Asian or Asian British – Indian	16	0	0
Asian or Asian British – Pakistani	5	0	0
Asian or Asian British – Bangladeshi	6	0	0
Asian or Asian British – any other Asian background	5	0	0
Black or Black British – Caribbean	2	0	0
Black or Black British – African	1	0	0
Black or Black British – any other Black background	4	0	0
Chinese	1	0	0
Any other ethnic group	6	0	0
No ethnic group recorded	13	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: Y3 – Y6

Total number of qualified teachers (FTE)	13.5
Number of pupils per qualified teacher	19.6:1
Average class size	24

Education support staff: Y3 – Y6

Total number of education support staff	17
Total aggregate hours worked per week	397

FTE means full-time equivalent.

Financial information

Financial year	2001-2002
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	£
Total income	910,095
Total expenditure	849,861
Expenditure per pupil	3113
Balance brought forward from previous year	60,234
Balance carried forward to next year	44,000

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	5

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
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	265
Number of questionnaires returned	85

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	36	4	1	1
My child is making good progress in school.	55	41	2	1	0
Behaviour in the school is good.	35	60	1	0	4
My child gets the right amount of work to do at home.	32	54	12	1	1
The teaching is good.	63	36	1	0	0
I am kept well informed about how my child is getting on.	56	42	2	0	0
I would feel comfortable about approaching the school with questions or a problem.	80	20	0	0	0
The school expects my child to work hard and achieve his or her best.	65	31	2	0	1
The school works closely with parents.	52	45	2	0	0
The school is well led and managed.	73	27	0	0	0
The school is helping my child become mature and responsible.	64	34	1	1	0
The school provides an interesting range of activities outside lessons.	56	42	2	0	0

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

ENGLISH

66. Provision for learning in this subject is very good, with many excellent features. Pupils join the school with below average attainment in literacy and oracy skills, but by the time they reach Year 6 attainment overall in the subject is well above average. This is very good progress indeed. In the last inspection, standards by Year 6 were above national averages for age, and since then there have been fluctuations in standards from year to year between average and good attainment. In the 2002 national tests and assessments, attainment matched the national average when compared with all schools and similar schools. However, the year group in question contained a substantial group of pupils with consistently poor attitudes to learning. An unusual occurrence for this school, and also within the year group, several families sustained serious tragedies during the test year, which added to the group's difficulties. In addition, there was some absence during the test period which also contributed to the unexpected outcome. The findings of this inspection on standards in English are an improvement on those of the last inspection, and a considerable improvement on the 2002 test results, while being in accord with those in 2001, showing overall a positive trend of very good improvement.
67. Pupils with special educational needs make very good progress towards their targets, because they are given suitably adapted work and receive excellent support. Those who speak English as an additional language also make very good progress against their own targets and their previous learning. The most able pupils are generally very well challenged and make very good progress. There are no significant differences in the progress of boys and girls.
68. By Year 6, standards in speaking and listening are above the average expected for the age. Pupils' listening skills are very good, and levels of attention and concentration are outstanding. Pupils grasp details during lessons quickly and with understanding, and are able to respond immediately and effectively. Instructions are acted upon with accuracy. They enjoy listening to literature and poetry, and are quick to identify features of interest. Speaking is both confident and fluent, and a good range of vocabulary, including technical terms, is used, but formal opportunities for developing speaking abilities are not yet fully exploited. For instance, although plenary sessions allow good opportunities for verbal reporting, no short debates or mini-speeches were observed or noted in planning.
69. In reading, by Year 6, standards are well above the national average overall. The majority of pupils in the final year group are on track to meet the national average at least, while a large minority - approaching half the year group - are already exceeding that average. Pupils read confidently from texts appropriate to their abilities, and when reading aloud use very good expression and address an audience well. Most enjoy reading, and all are able to recall what they have read and to describe the happenings in a book. Nearly all are able to give a resumé of a book or chapter previously read, and to predict possible subsequent outcomes. More able pupils can discuss, explain and expand upon what they have read, although the ability to interpret using inferences was less evident. Virtually all pupils are able to name their reading preferences or give a favourite title or author, and most pupils can identify different genres within their reading diets. While some of the more able pupils can compare and contrast the styles of different authors with references to textual features, this capacity is not yet effectively

developed among all in this group. As an example of the latter, done well, one pupil was able to describe the differences in verb choice and variety used in the writing of J K Rowling and Philip Pullman. Pupils borrow books from the school library regularly, but only the more able have secure library accessing skills. Pupils are keen about books and include both fiction and non-fiction in their own book selections.

70. Pupils' writing skills are well above average by Year 6, overall. Pupils use exciting, well-chosen vocabulary to create imaginative effects, often with precision, in their narratives, descriptions and poetry, while plots are carefully planned. Verb variety, adjectives and adverbs and lively dialogue add to the intended characteristics. Stories about haunted houses and ghostly happenings written and very well presented by Year 6, show all these features, with even the contributions of the less able pupils displaying 'sparky' ideas and good elements of style. In formal, impersonal and instructional writing, pupils are able to employ suitable language, and use appropriate tense and voice. They can write succinctly for formal purposes, such as a police report of an accident, and in contrast can take a personal viewpoint when writing a review of a piece of literature, such as an excerpt from *'Beowulf'*.
71. Pupils write using complex sentences, often manipulating the order of subordinate clauses for impact, with awareness of such devices, and work is well paragraphed. Handwriting, spelling and punctuation, as well as grammar and structure, are well advanced for their age. Amounts of writing are good, the lengths of pieces often being considerable. Pupils are able to write with very good adaptation to the different styles required for different purposes, and they are familiar with a wide range of such genres.
72. The gradual and careful building up to such standards throughout the school contributes to the high attainment by the final year. Year 5 pupils, for example, wrote poems with a winter theme, showing awareness of rhyme and rhythm, and of imagery, simile and metaphor, employing such sentences as *'The rain hits the ground like a thousand knives...'*, and, about a frosty morning, *'Grass dazzled along the field...'* In their non-chronological reporting, pupils in the same year group chose a variety of topics including dolphins, Beatrix Potter, Japanese language, The Holocaust, and Comic Relief.
73. In all classes standards in literacy are the same as those found in English, and the development of literacy skills across the curriculum is the same: it is very good. In subjects across the curriculum a consistent approach is taken to the development of literacy. English makes use of content from other subjects for both reading and writing, while in other subjects across the curriculum literacy skills are well employed. In some literacy lessons, for example, in Year 6, pupils were working on texts dealing with the characteristics and formation of earthquakes, involving an understanding of plate tectonics. Again, in history posters depicting dramatic aspects of the Blitz in World War II, Year 6 pupils had utilised the devices of bullet points and lists, intriguingly placed in side opening 'suitcases' or the depictions of searchlight beams, as economical means of presenting factual reportage. Technical vocabulary from different disciplines is very well used.
74. The quality of teaching and the quality of learning throughout the school are very good overall. No teaching in the subject was less than good; most was very good and much was of an excellent calibre. Teaching has improved in a number of ways since the last inspection, including the firm establishment of the National Literacy Strategy. There have been several school initiatives designed to improve teachers' grasp of grammar for writing, and of phonics to aid both reading and writing. Teachers' use of questioning to promote thinking and reasoning is skilled, and collaborative modes of working are frequently employed, including the use of response partners and small group

discussions, enhancing and reinforcing learning. Marking has improved considerably, and is helpful to pupils in its use of a school code and in providing comments to aid pupils in their next steps in learning. Pupils all have individual targets which are known to them, and often referred to in lessons; these are reviewed at regular intervals or changed when pupils have achieved them. The pace and challenge in lessons contribute strongly to pupils' learning. Ongoing assessment is used excellently to influence subsequent planning, thus providing very well matched levels of work for individuals and groups. Planning and assessment are detailed, and assessment is very good indeed in reading and writing. In speaking and listening, evaluation is less rigorous because it lacks the framework of a progressive sequence. Poetry and literature are very well promoted, and there is particular emphasis on providing motivation and inspiration for writing.

75. The use of ICT is well integrated with the subject, and pupils use it to draft, edit and present their work. They are able to rearrange sentences by dragging words, and are able to use a variety of fonts and type sizes to design their final presentations. Homework is regularly set, and is well integrated with lessons; for example, notes made on a topic at home are used as a basis for creating a fuller text next day in class.
76. The English co-ordinator has an excellent grasp of her subject, but has not yet been in post for two terms. In that time she has gained a very good overview of the provision for the subject in the school, and of the teamwork structure which supports the continuing learning and progress of pupils. Lessons are normally monitored systematically in the subject. Work is sampled, and planning is surveyed. Results of national tests and assessments are analysed fully, and pupil tracking is carried out to assess value added; this is also the basis for school target setting. As well as pupil tracking, there are follow-ups of focus samples of the work of pupils in more detail, on a regular basis by all class teachers.
77. English is enhanced by a number of enrichment opportunities and events, such as visits from authors, poets or illustrators, book weeks and book fairs, drama performances, and other occasions, such as the recent visit of all pupils to the local public library. The adult book circle and the family literacy opportunities are excellent initiatives. Classroom resources are very good, and the provision for reading books is also very good. The library has been reorganised since the last inspection and represents a considerable improvement. The reading book library is excellently organised, supporting reading development very well indeed, and is very well stocked. It is also computerised, and pupils' borrowing profiles are recorded. The reference and borrowing library has a wide range of fiction, although some is now becoming worn through use, but the non-fiction section is uneven and some categories of book are under-represented. Classification is appropriate, and there are facilities for independent research. Both fiction and non-fiction books are supplemented in classroom selections by local outreach services.

MATHEMATICS

78. There is an overall improvement in the subject since the last inspection when the standards were above national expectations in only 40 per cent of the lessons seen. Standards by Year 6 are now above those expected. In the national tests in 2002, standards in mathematics were above average when compared to all schools nationally and similar schools. The proportion of pupils attaining a higher level was also above the national average. The school's results reflect the national trend, with steady improvement from 2000 to 2002.
79. By Year 6 most pupils have a good knowledge of number. Pupils apply their numeracy skills well in other subjects such as science and design and technology. They have good mental recall of multiplication and division facts. Pupils understand that all the angles of a triangle add up to 180 degrees, and high attainers are good at calculating angles around a point. With support, pupils in the lower set develop good strategies to solve mathematical problems involving money. In the middle set pupils add multiples of a given number, up to six consecutive numbers, and work out successfully the relationship between the first number and the total. A few can even predict the next number by looking at the number pattern. However, some pupils make careless mistakes while adding and dividing simple numbers. In Year 5 pupils recognise and extend number sequences in ascending or descending order by working out the pattern accurately. Pupils in Year 4 successfully describe and find the position on a grid. Pupils in Year 3 know and understand equivalent fractions, and add two and three fractions correctly to make one whole.
80. Pupils make very good progress across the school, including those who have special educational needs. The activities are appropriate for their needs and support staff are very effective in helping them to learn. Pupils who speak English as an additional language make good progress. There is no significant difference in the attainment of boys and girls. Homework is used well to support learning.
81. The quality of teaching and learning ranges from good to excellent, and is good overall. Lessons are characterised by a lively approach, very good planning, clear learning objectives, and skilled use of questioning and plenary. Expectations of what pupils can achieve are high. Pupils are encouraged to use mathematical language and to produce work of a high standard. All teachers are confident in planning and teaching mathematics. Lessons are well organised and a variety of methods and resources are used very effectively. Teachers ask probing questions to check understanding and to push learning further on. Relationships between pupils and teachers are very good. There is usually a friendly but firm atmosphere, which pupils enjoy. There is a good pace to the lessons, and sufficient time is given for completion of each task. Teachers make very good use of assessment to plan further learning for pupils of all abilities, including lower and higher attaining pupils. Teachers circulate well around the groups giving them support and encouragement to do well. They share learning objectives with pupils and these are reinforced throughout the lesson. The very clear role given to learning support assistants enables them to provide valuable help for small groups of pupils in and out of the classroom.
82. During the inspection in one ICT lesson, data handling was taught effectively for classifying and recording information on mini-beasts. Besides this there are many examples around the school which indicate that ICT/data handling is integrated well into the curriculum, for example, in geography. This enhances pupils' learning.

83. Behaviour is very good. Pupils have a positive attitude towards the subject and are very keen to participate and learn. They work at a good rate and are keen to succeed. They co-operate with their teachers and work well with other pupils when asked to.
84. Co-ordination and leadership of the subject are good. A clear direction for the subject is provided. Teachers receive good support. The co-ordinator monitors teachers' individual plans and provides written feedback after observing lessons. Detailed records of pupils' achievements are contributing to planning future learning and are helping to maintain the current high standards they achieve. A very good range of suitable resources has been developed. Some of them are centrally stocked and are easily accessible to all.

SCIENCE

85. At the time of the last inspection, standards were above average in Year 6. National test results in tests in 2002 showed a slight drop in comparison with previous years and the number of pupils achieving Level 4 was below the national average. However, results at Level 5, 40 per cent, were above the national average. The work of pupils in Year 6 is well above average and pupils are on line to achieve 80 per cent Level 4 and above in 2003 and 82 per cent in 2004. During the inspection, pupils in Year 6 were working well above expected levels and the progress of higher attaining pupils is very good. Pupils' achievement and progress from age seven years, where standards are below average, is very good and there is no significant difference between the attainment of boys and girls.
86. Teaching impacts very well on the quality of learning. Pupils respond to investigative work with enthusiasm and practical activities are especially beneficial to pupils with special educational needs and those who speak English as an additional language. The teaching of science is of a very high quality. In half of the lessons seen it was excellent and in 17 per cent very good. The teaching was never less than good. The best lessons had excellent pace, high quality questioning by teachers, pupils taking responsibility for learning and excellent use of ICT. Teachers develop scientific enquiry skills very effectively through well-planned tasks and investigations. They use questions very effectively. Lessons have very good pace and support staff contribute very well to pupils' understanding and learning. Teachers routinely discuss the learning intentions with pupils, helping them to understand what they are to learn. To aid their thinking, teachers and pupils use scientific vocabulary very effectively. Teachers have high expectations in terms of behaviour and learning. Marking and assessment are used very effectively to help pupils improve their work and pupils are encouraged to assess their own learning in lessons.
87. Pupils in Year 6 can make straightforward observations on the outcomes of practical work and record them on charts and graphs. They understand scientific concepts such as forces usually working in pairs, the force of gravity and periodic changes to sun earth and space. Pupils can plan investigations, select and use appropriate equipment for these and predict outcomes. For example, in an excellent lesson in Year 6, pupils were designing an experiment to test the absorbency and strength of paper towels. Pupils could plan the experiment and identify variables. They knew the need for a fair test. They included ideas for carrying out the experiment involving pipettes and a Newton meter. Pupils were thinking scientifically and using scientific language spontaneously. They reviewed and assessed their own work.
88. Pupils in Year 3 are reaching below average to average standards overall. Pupils start from a low base. They have learned to recognise symbols for components in a circuit,

that metals are used for cables and plastics for covers. They are beginning to make predictions and have learned of the need for a fair test, for example, in their work on which surface it would be easiest to move an object across.

89. Pupils record their work in a scientific and mathematical way, using appropriate vocabulary and diagrams. They formulate tables from their data, drawing graphs or using data-handling software. This contributes to the development of literacy, numeracy and ICT skills. Pupils are highly motivated in science and this enables them to develop their scientific knowledge and understanding in other subjects. Pupils are co-operative and show well-developed collaborative skills. They relate very well to each other and their teachers, as a result of the very effective behaviour management strategies used by teachers and other staff.
90. The monitoring of teaching and learning by teachers and the co-ordinator is very good and impacts positively on the quality of teaching and learning. For example, as a result of monitoring, the school decided to focus on scientific enquiry and to incorporate ICT into the teaching of the subject. This change has influenced significantly the high level of attainment in science in the current Year 6.
91. Science co-ordination is very good. The co-ordinator has monitored teachers' plans and pupils' work and led training for staff. She has begun to analyse test results by gender and ethnicity. Currently, the headteacher tracks individual pupils across the key stage and works with teachers on end-of-key-stage targets. The co-ordinator plans to develop this more as part of her role. Resources for science are very good. ICT, the school grounds and local environment are very effectively used to support teaching and learning.

ART AND DESIGN

92. Standards in art and design by Year 6 are very good and are well above nationally expected standards for this age. This is an improvement on the standards found in the last inspection, which were good. Pupils make very good progress from below average standards on entry to the school. Pupils with special educational needs make very good progress in relation to their capabilities and their previous learning, and those who speak English as an additional language do well. Observational drawing is very good, with good attention to line and form, and to detail, and use of colour is careful and often subtle in its range.
93. The very good progress is due to the very good quality of teaching, promoting very good learning. No teaching in the subject was less than good, and some was excellent. Pupils learn to handle media such as paint, textiles and collage materials, and are given very well planned opportunities to draw, paint, print and construct images and artefacts in a variety of ways. There is very good teaching of basic skills of form, line and shape, of composition, of the mixing and use of colour, and of construction techniques. A valuable aspect of the teaching and learning processes is the emphasis on the planning and evaluation cycle, involving as it does planning,

designing, producing the product, reviewing and modifying it, and finally evaluating the finished representation. Since the last inspection the use of sketchbooks has greatly improved, and planning and designing is done in these, with notes and comments, and sometimes with the final evaluations recorded. This evaluative process focuses pupils' views of how they performed in relation to what was intended, and enables further learning.

94. Teaching and learning also emphasise thinking skills through the planning and evaluation process. In Year 4 lessons, pupils had designed their own model chairs, to be used by a favourite and well-known character, and to be decorated and personalised according to the characteristics of the person chosen. Thus the colours chosen and the decorations signal meaning in terms of the imagined personality, and the project also adds the need to learn construction techniques using wire and malleable material. The selected choices of characters, such as a fairy, a snake charmer, Tinker Bell, a wizard, Harry Potter, and so on, provided great variety in the intentions and the way they were worked out. Sensible modifications were made, owing to discoveries about the materials and about the juxtaposition of colours, but most chairs showed a great deal of likeness to the original plans.
95. In Year 5, pupils were learning about composing a still-life picture in charcoal or pastel, using pottery and including some pots made by themselves out of clay. Their bowls and pots are of a variety of shapes, some with lids made to fit, and are finished with paint and varnish, creating a colourful display. In a Year 6 lesson, pupils were constructing life-size masks to represent characters in a play, stimulated by viewing a video excerpt from '*A Midsummer Night's Dream*', by Shakespeare, and listening to some excerpts from the play. They had made their designs to characterise their chosen personalities, with written annotations and selected materials, and had made two-dimensional versions of these, now on display in the classroom. When engaged in making the three-dimensional masks prior to decorating them and perhaps using them for a performance of some kind, they were able to refer to the two-dimensional versions as references for their planned decorations. Not only were the two-dimensional masks striking, and very original, making use of a wide range of collage materials as well as paint, but they had stimulated a lot of discussion about the characters, and pupils could discuss them and their characteristics with enthusiasm and in some detail. This is an example of an excellent integration of subjects, as well as of excellent promotion of thinking skills within the expressive and creative work of art and design.
96. Teaching is based on a good policy and a very good framework for the art and design programme, which is both broad and relevant, and includes a good balance of work between the practical and the knowledge-based aspects of art. The programme includes studying the work of famous artists such as Picasso, Nevelson, Van Dyck, Hockney, Turner and many more. An example of this type of study is the observational analysis undertaken by Year 4 of the painting of '*The Ambassadors*', by Holbein, with notes made in the sketchbooks. The landscapes of Van Gogh are another example, and here pupils have used the media of pastels in different colour palettes and styles, to make similar compositions. Art and craft traditions from around the world are also included, for instance, the use of aboriginal patterning techniques from Australia. ICT is used well in the subject, with more than one art program available for use.
97. Teachers' planning is very good, and there are assignments built into the study programme at intervals for specific assessment of pupils' work. Ongoing assessment is also carried out, with evaluations made following lessons. However, there is at present a lack of guidance on criteria for assessment, other than the National Curriculum level descriptors, and there is no annotation yet in the portfolio of work.

98. The co-ordinator has excellent subject knowledge, but has not been in post long, and has recently come to grips with the art and design programme and the resourcing of the subject. She has done some demonstration and team teaching to support teachers, and in future will monitor the teaching of others. Planning of lessons is surveyed, and a collection of good work in the portfolio is still being built-up. In-service training for teachers has been provided and is a significant factor in the improvement in art teaching. Resources in the subject are good, both for practical work and for studies, for which there are topic packs.
99. Enrichment in the subject is very good. There are two art clubs, one of them currently running a ten-week course in open sculpture using osiers and tissue paper, which is run by two sculptors. Some individual, original and pleasing constructions are being made. Visitors to the school in terms of artists or craftspeople, such as the sculptors, enhance the experience of pupils through talks, demonstrations and workshops. Visits to historical sites where there may be portraits as well as to the National Gallery or the National Portrait Gallery add to this particularly, and a recent visit to the latter was made in connection with pupils' work on the Tudors. Display around the school is of an extremely high standard in all subjects, well mounted and arranged, with carefully selected colours, materials and eye-catching arrangements. This enhances the school environment to a high degree.

DESIGN AND TECHNOLOGY

100. Standards in Year 6 are above national expectations; this marks a good improvement since the last inspection. The school's focus on practical tasks to improve skills enables all pupils to have good basic skills. A further improvement is that all teachers set clear targets for pupils to achieve within their lessons so that all pupils make, at least, good progress. Those with special educational needs and those who speak English as an additional language make very good progress because of the extra support they are given.
101. The standards achieved are the result of careful planning and often very good teaching. In each year group the teaching encourages pupils to design, then evaluate and eventually suggest how they could improve their design. Pupils in Year 3 design and make a photograph frame. They state the materials they will require, and through practical research decide upon the most suitable stand. Pupils in Year 4 extend their knowledge of systems control, using levers, flaps and sliding mechanisms to construct a pop-up book that they display with pride. In the process of evaluating their books they produce ideas to improve their designs. In Year 5 pupils study the construction of a wide variety of instruments, including those from other cultures. They investigate the effect different materials have upon sound before designing their own musical instruments.
102. Throughout the school, as well as working with food, pupils use an increasing range of tools, materials and components, including wood, textiles and plastics, as demonstrated by the slippers constructed in Year 6. As a result of very good planning by the teachers, including the teaching of a variety of sewing stitches, pupils were able to achieve a very high standard to produce a variety of colourful slippers, which were practical as well. These were attractively displayed in the school. In a very good lesson in Year 6, using scientific knowledge of an electrical circuit, pupils cut, joined and assembled a frame for the motor of their moving vehicle. Good and sometimes very good teaching linked to very challenging questioning means that pupils have a wide knowledge and understanding of the subject. The well-briefed and conscientious

learning support assistants support pupils with special educational needs very well, and those who speak English as an additional language. Parents provide support especially in the food technology kitchen, where Year 5 make bread. ICT is used well to support learning, especially when pupils made the pop-up books.

103. Pupils enjoy the subject, and work sensibly and safely together, often collaborating to produce a project. The finished article and design boards are very well presented. Work is valued, well displayed around the classrooms and school and is often photographed in order to form a permanent record. A grant enabled a weekly paper sculpture club to operate, run by two professional artists. There is also an art and design technology club after school, which is over-subscribed. All design and technology projects are developed as part of a broad curriculum and linked to other subjects, for example, music and science.
104. The management of the subject is good. The enthusiastic new co-ordinator continues to monitor the subject, as did her predecessor, and has attended appropriate courses to increase her knowledge. There is a very comprehensive scheme of work and teachers are consistent in their assessments of the pupils' progress, which is regularly monitored against the key objectives of the design and technology curriculum. The co-ordinator plans to further develop the assessment process. Resources are good and well organised.

GEOGRAPHY

105. At the time of the last inspection, standards in geography showed a substantial amount of above-average attainment. Skills were much better developed in older classes. During this inspection, the quality of teaching ranged between good and very good. Pupil attainment when they entered the school in Year 3 was below average overall, but pupils make good progress by the time they reach Year 6 to attain above-average standards. There has been a good improvement in standards and in the quality of teaching since the last inspection.
106. By Year 6, pupils have developed a good understanding of maps and they are able to use ICT skills to present their work about '*Rivers of the World*'. Much of this work was completed as part of homework. Pupils in Year 3 are learning about climate and how this impacts on their ability to decide holidays. They can produce simple maps and routes (using compass points) of their local area. Pupils in Year 4 have good understanding of the water cycle and rivers and how people manage limited water supply. They have compared this to their own use of water and considered how they would prioritise use with a reduced water supply.
107. Teachers have clear learning objectives for their lessons and pupils know what is expected of them. Teachers have good subject knowledge, and their classroom management results in excellent behaviour by pupils who are very enthusiastic about the subject.
108. Resources are good. The new co-ordinator is very enthusiastic and plans to review the curriculum to give pupils greater involvement in how they can change things. This has already been effective. For example, pupils in Year 4 wrote to the local council with their concerns about the misuse of the local park. The council responded to their letters and made improvements to the park. The previous co-ordinator established the policy and scheme of work and these are now embedded in the curriculum. Good use is made of the local environment for the teaching of geography and there are regular visits and field

trips. There are plans to audit resources in the subject as a basis for prioritisation of new resource purchases.

HISTORY

109. Judgements on attainment have been based on evidence from the analysis of pupils' work, from displays around the school and from a discussion with the co-ordinator. Based on this, pupils' attainment is in line with national expectations by Year 6, although there is some above-average work in their books. All pupils, including those who speak English as an additional language and those who have special educational needs, make good progress throughout the school. The standards have been maintained well since the last inspection. There is no significant difference in the attainment of boys and girls.
110. Pupils in Year 6 develop their research skills as they study World War 2, and show an increasing understanding of the effects of the Blitz, evacuation and rationing on the lives of the pupils at the time. They write detailed letters home describing their journey to their new homes. They research from a range of sources and produce more independent work. Pupils in Year 5 learn about Queen Victoria and life in the past. In Year 4, pupils study Tudor life in England. They know that Henry VIII had six wives and two of them were executed. History work is well presented, with beautiful portraits of the six wives of Henry VIII. Pupils in Year 3 learn about the Ancient Greeks and use their research skills to good effect while finding out information on education during the period.
111. Due to time-tabling arrangements, history was not taught during the inspection period. Therefore the judgements on teaching are based on pupils' past work and a discussion with a group of four pupils from Year 6. The quality of teaching is sound overall. Teachers have good subject knowledge and lessons are well planned. The topics are carefully chosen so that all aspects of the history curriculum are studied in some depth. Progress in the subject throughout the school is enriched by visits to place of historical interest such as the RAF Museum at Hendon, the British Museum, the Victoria and Albert Museum and Hampton Court. Literacy strategies are used well in history to develop skills. ICT links have been added to the schemes of work. It is evident from the discussion with Year 6 pupils that they enjoy the subject and have a good recall of work they have done in the past. They understand the difference between past and present and are developing a good sense of chronology.
112. The subject is well led and managed although the co-ordinator is new to the post. She is very enthusiastic about the subject and keeps up to date by attending courses. The co-ordinator monitors teachers' planning, samples work and keeps records of main events. Resources are sufficient and are of good quality; they are centrally stocked in topic boxes and are easily accessible to all.

INFORMATION AND COMMUNICATION TECHNOLOGY

113. Standards are well above national expectations by Year 6; this is a very good improvement since the last inspection. There is no difference in the attainment of boys and girls. Since the last inspection the use of ICT in all subjects has been a main focus of the school. There has been very intensive training of the staff, led by the excellent co-ordinator, and a very wide range of good quality programs has been purchased. As a result there has been very good improvement in the use of computers and the application of ICT to support other subjects. All this is contributing significantly to pupils' confidence, so that all pupils, including those who speak English as an additional language, make very good progress between entering and leaving the school. Very good additional provision has been made by the purchase of adjustable height tables, and an '*alphasmart*' keyboard for disabled pupils who have limited pen control.
114. Pupils use ICT extensively. They also develop very good computer skills in their own right to support work in other subjects, such as religious education. ICT is given much emphasis in all schemes of work. In Year 3, for example, pupils confidently retrieve clip art pictures about magnets and then develop their computer skills before annotating the pictures with text. Pupils' work in history is supported through the use of ICT. They used the Internet to research information about Hampton Court. They revised and improved text about the execution of Anne Boleyn, then captured a graphic using '*Screenthief*' to place it in their writing, which displayed a variety of fonts. The final result was very successful. By the time that they reach Year 6 pupils produce very good multi-media power-point presentations about World War II including mathematics flow charts, hyperlinks, custom animation, imported pictures and sound. The high achievers reach an excellent standard.
115. Teaching is always good and most is very good. Teachers are very enthusiastic and confident, and there is great demand for the use of the computer suite to support work in class. In a very good music lesson using ICT in Year 4 the high expectations and clear planning of the teacher enabled pupils to successfully create a musical composition using the correct musical notation. Teachers have the confidence to retrieve the situation should programs 'crash'. In a very good lesson in Year 5, the teacher effortlessly changed the focus of her lesson temporarily while a pupil with special educational needs restarted the computer. Eventually, all could enter a formula onto the database that they were using for mathematics. The very good and even excellent subject knowledge of the teachers and the increasing challenge to pupils culminate in Year 6. Here the pupils program the computer to use two 'decision' commands about warmth and light in the room and the higher achievers also add a burglar alarm. The very detailed and thorough briefing of learning support assistants means that pupils with special educational needs make very good progress. In an excellent lesson by the special needs co-ordinator, pupils who have limited pen control were taught keyboard skills. All teachers constantly remind pupils of the health and safety issues associated with ICT.
116. Pupils thoroughly enjoy their work and there is always a buzz of excitement when they go to the computer suite. In a Year 5 lesson there were gasps of amazement when the use of the correct formulae meant that a whole column of difficult sums was completed with one pass on the keyboard. All pupils, including those with physical disabilities and special educational needs, work well and co-operate very sensibly when working in pairs providing support for each other. They are managed very effectively. All pupils have a very positive attitude to their learning. The ICT club is over-subscribed.

117. The co-ordinator is excellent and his infectious enthusiasm for the subject has spread throughout the school. His hard work to supply the appropriate resources and support teachers' planning has made a tremendous contribution to the 'giant leap' made in the use of modern technologies since the last inspection. He has established a web site for the staff with day-to-day management issues and one for the pupils with team and club information. Rigorous assessment procedures have been introduced and pupils know what they have to do to improve. While resources are very good, the introduction of interactive white boards, as noted by the co-ordinator, would benefit staff and pupils, especially those with special educational needs.

MUSIC

118. Music is one of the school's strengths. By Year 6 standards are above average and achievement is very good. This marks a good improvement since the last inspection, when standards were generally at or above average. At that time a substantial number of pupils had instrumental lessons, and this remains the case. Pupils enjoy their music making, especially when singing together. The quality of singing is above average. Pupils with special educational needs and those who speak English as an additional language achieve well and take a full part in all musical activities.

119. Inspection evidence shows that the quality of teaching and learning is very good overall. The lessons taught by the subject co-ordinator are very good or excellent. This is a good improvement since the last inspection when teaching was 'usually good'. Lessons are planned well and prepared with a broad range of musical activities that are suitably challenging. The subject co-ordinator plans the music programme for each year group, and makes resources readily available with the plans in the music room. Teachers help pupils to be aware of what they are expected to learn and they accomplish this by sharing the learning objectives with pupils at the start and end of lessons. Pupils from the on-site school for pupils with severe learning disabilities join some classes for music lessons. Music permeates all aspects of the school's life and enriches pupils' experience. During assemblies, music underpins the act of collective worship and contributes strongly to pupils' spiritual development and to the school's ethos. The headteacher's own subject knowledge and understanding are shared with pupils during assemblies. For example, Mussorgsky's *'Pictures at an Exhibition'* was used effectively to support the reading of a Russian fairy tale. A pupil played Haydn's *'Allegro'* as pupils left the hall and spontaneous applause concluded the performance. During the singing of *'Angels'* the upper school displayed their range of singing ability and took great pride and pleasure in their performance. These pupils are proud of their school.

120. Pupils have a good understanding of rhythm and basic musical structure. In class lessons, teachers use a variety of methods. Year 5 pupils recalled *'ostinato'* from a previous lesson, and in groups successfully created their own improvised compositions. They used instruments to play *'ostinati'*; each bench of pupils played with enthusiasm and joy. Physically disabled pupils are given excellent support from their assistants to ensure they are fully included in music lessons. Pupils show expertise when identifying parts of a song. For example, during a recording of the gospel music, *'Good News'*, another class of Year 5 pupils correctly identified the echo. They clapped the *'off and on beats'* skilfully. Pupils have a good knowledge of composers such as Beethoven; they know he was deaf when he composed the *'Choral Symphony'*. They also know that he had to use his eyes to comprehend the effect the music had on listeners. ICT is used very well to support learning. A new program enables pupils to compose and each class has the opportunity to practise their composing skills for an hour each week. Pupils show good knowledge of the computer functions in relation to

musical notation. They know how to change the speed of the music by using the metronome symbol. In two-part singing, younger pupils have learned how to be the 'conductor' as the class sings the 'call' and solos sing the 'response' of a pirate's song. A significant hearing loss appeared to have little effect on one pupil's ability to participate and enjoy singing. Pupils listened carefully to 'Ode to Joy' played during a lesson so successfully that many pupils volunteered to sing solos with the music. Pupils of all abilities have very positive attitudes towards music, their behaviour in lessons is exemplary, and they show obvious enjoyment in participating in musical activities.

121. Pupils learn to play recorders, violin, brass, cello, keyboard and guitar during extra-curricular music lessons to a very good standard. The school has taken part in the Hillingdon concert at the Royal Festival Hall, carol services in conjunction with Grangewood School and the singing for the school's annual productions. Last summer term a family outing was arranged to the Barbican to listen to the London Symphony Orchestra. Additionally, Year 5 pupils had the opportunity to hear a professional opera company perform Verdi's 'Don Carlos' at school. In September a steel band visited the school and all pupils took part in workshops. Music pervades all aspects of the school's life; as a result it makes a strong contribution to pupils' spiritual, social and cultural development.
122. The subject is confidently and expertly led by the co-ordinator, who provides very good support for staff. Overall, co-ordination of the subject is very good. There is a good, up-to-date policy for music that supports teaching and learning well. A nationally recommended scheme of work has been adopted that ensures progression across the school. Assessment and recording of pupils' progress take place at the end of each unit of work. Useful recordings of pupils' performances help the co-ordinator to ascertain the rate of pupils' progress. This was a weaker area at the time of the last inspection, but this is no longer the case. The co-ordinator has monitored the quality of teaching to help to raise standards in the subject. She has also monitored year group planning and cross-referenced it to the scheme of work. This enables the co-ordinator to ensure coherence and progression in the subject. She has drawn up a clear action plan.
123. The school benefits from a specialist music room, and has an adequate range of resources, including electronic keyboards. However, although there are sufficient instruments for a class lesson, on some occasions they are too few. At present there are no xylophones in the school's stock. The co-ordinator has already identified the expansion of resources as an area for development. The pupils would also benefit from having more books about composers in the library, and whole-school displays about composers would further enhance provision. The use of ICT is very well developed in the subject. Parents give very good support to all musical activities.

PHYSICAL EDUCATION

124. At the time of the last inspection, standards in physical education were in line with national expectations, with wide opportunities for indoor and outdoor pursuits. Now, Year 3 pupils' co-ordination skills are below average, but, by Year 6, attainment overall is good. There has been a good improvement in the range of extra-curricular activities since the last inspection.
125. The quality of teaching in lessons observed was good or very good and pupils participated with enthusiasm. They listened well to their teachers and showed respect for the rules and collaborated well with other team members. Pupils participated enthusiastically with others of differing ability or gender. A strong feature of the provision is the way that pupils in wheelchairs are included in physical education activities. There are wide opportunities for indoor and outdoor pursuits, including basketball, swimming, athletics, netball, rounders and football.
126. All lessons begin with warm-up activities, followed by an explanation of the objectives so that pupils know what is expected of them. Clear explanations and careful demonstrations of technique are high quality features of the best lessons. Pupils make good progress when such demonstrations are followed by well-focused practice. For example, in a Year 6 basketball lesson, pupils had opportunities to practise bouncing the ball around cones and using different passes, whilst being tackled by their partner. The teacher's teaching points were from his observations and he continually reminded pupils of these as they practised: the need to use a variety of passes, how to bounce the ball effectively, how to keep the ball under control and the need to look up all the time. The impact of this was that pupils improved their skills throughout the lesson.
127. There is a wide range of extra-curricular activities for physical education and these are well supported by parents, other pupils and staff. Pupils take part in many local events and competitions and have won the Borough tournaments in rounders and cricket. The boys' and girls' football teams were recent runners-up in their respective competitions this term.
128. Co-ordination of the subject is good. The new co-ordinator is keen to build on the work of her predecessor. The policy and scheme of work have been revised and there is a different focus each term. The co-ordinator has a regular time for monitoring. In the next school year, she will be monitoring the effectiveness of the new scheme of work for gymnastics. Resources are good.

RELIGIOUS EDUCATION

129. Standards in Year 6 are above those expected by the local education authority's Agreed Syllabus. This judgement is better than that of the last inspection. Only a limited number of lessons were observed during the inspection. No lessons were seen in the lower junior classes. Other evidence includes an analysis of the pupils' present and past work, and discussions with them and their teachers. From this it is clear that pupils' achievement, including those with special educational needs and those who speak English as an additional language, is good over time. Overall the pupils achieve well because of the appropriate challenge presented to them, the teachers' choice of topics and their own willingness to learn.
130. The pupils develop a good factual basis from the topics which they study. Throughout the school they learn not only about religion but also from it. They relate events and teachings to their own lives. For example, pupils in Year 6, while studying Islam and the

teachings of Muhammed, excitedly suggested reasons why the possession of wealth does not always lead to happiness and contentment. Ideas such as, *'If God gives us everything therefore we need to share things with everyone'* and *'Allah would know that you were a good person'*, were put forward. These ideas arose from a class discussion about the *'Five Pillars of Islam'*. Whilst listening to the Muslim story of *'Abu Ghiyath and the Rich Young Man'*, pupils suggested that helping others *'gives people a chance to have a better life'*. Whilst considering the events of Holy Week in Year 5, pupils showed their knowledge of the sequence of events leading to the resurrection. They understood the significance of the crucifixion as *'When Jesus took everyone's sins away'*.

131. In addition to learning about Christianity, pupils study several aspects of major religions, including Sikhism, Hinduism, Judaism, and Islam. They develop an understanding of different religions as they study celebrations such as Ramadan, Christmas and Passover. They begin to realise the significance of symbols, especially light, which is present in many faiths for example, Diwali, Christmas and Hanukkah in the Hindu, Christian and Jewish religions respectively. They recall and recount events of the major Christian festivals including Easter and Christmas. In Year 3, pupils know that objects can hold special memories and meanings: *'This teddy reminds me of when I was born'*. They have a sound understanding how Moses led the Jews to safety out of Egypt and read about the ten plagues sent by God. When thinking about special places pupils select places such as a garden: *'I like to listen to the rain pattering on the sweet green leaves'*. Year 3 pupils have visited a local church when studying the importance of special places. Pupils in Year 4 are aware of the importance of the Qu'ran as a holy book, and know that people fast because they believe in Allah. Following the local minister's visit to the year group, they explored Easter customs in other lands such as Sweden, Germany and the Caribbean. Pupils are familiar with the *Stations of the Cross* and successfully order the main events of Easter Sunday.
132. Visits to places of worship enhance the pupils' learning, for example, to the local church, a synagogue and the Hindu temple at Neasden, where the symbolic use of artefacts and vestments are explained to them. School assemblies make an important contribution to the school's work on religious education. Themes are chosen to link with occurring religious festivals or to promote the personal development of pupils. For example, the theme during the week of the inspection was *'supporting and co-operating'* which deepened the pupils' thinking about respect for the views, opinions, and preferences of others. Although there is no one place for the co-ordinator to have a permanent religious education display, this is planned.
133. Teachers make good use of the scheme of work, which is based on the local education authority's Agreed Syllabus. Teaching is very good overall and in half of the lessons seen it was excellent. Teachers begin lessons well, creating a calm atmosphere, which gains the pupils' attention. Overall the pupils are managed very well and are given appropriate opportunities to acquire knowledge and develop understanding and spiritual awareness. During discussions the pupils' attitudes are very good: all are eager to contribute and they respond well by listening carefully and respecting the views of others. The use of ICT in the subject is good. Teachers make very good cross-curricular links with art and design and technology. For example, pupils in Year 5 explored different types of paintings that depicted the nativity scene. A Venetian artist from the 13th century showed Mary, Joseph and Jesus in a rich palace. When considering *'Zakah'*, Year 6 pupils designed and made their own charity boxes. Some slogans suggested that *'every little helps'*, and *'give them something to smile about'*. A strong area of the teaching is the teachers' subject knowledge and understanding which are conveyed so successfully to pupils in lessons. There are no significant weaknesses.

134. The co-ordinator, who is enthusiastic, manages the subject very well. She has monitored teaching and learning. She manages the religious education budget prudently. Resources are adequate. They include artefacts, books and sacred scriptures, and are easily accessible to pupils and teachers. The school's policy has been drawn up in conjunction with the religious education co-ordinator from the infants' school and fully takes account of the Hillingdon Agreed Syllabus. She has developed a useful range of topic/artefacts boxes with relevant materials for each term and each year group. The co-ordinator ran a successful in-service course for staff on the use of ICT in religious education, and is currently attending a course herself looking at the language of religious education. Excellent links are made between the rules of religion and the school's own '*Golden Rules*'. Clear links are also made with the school's mission statement.