

# INSPECTION REPORT

## **FAIRHOLME PRIMARY SCHOOL**

Bedfont, Feltham

LEA area: Hounslow

Unique reference number: 132264

Headteacher: Mr K Noakes

Reporting inspector: Ms A Coyle  
20603

Dates of inspection: 3 – 6 March 2003

Inspection number: 248979

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Peacock Avenue Bedfont Hounslow
Postcode:	TW14 8ET
Telephone number:	020 8890 2584
Fax number:	020 8844 2292
Appropriate authority:	The governing body
Name of chair of governors:	Miss D Turner
Date of previous inspection:	N/A

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20603	Ms A Coyle	Registered inspector	Foundation stage	<p>What sort of school is it?</p> <p>How high are the standards?</p> <p>a) The school's results and achievements</p> <p>How well are the pupils taught?</p> <p>What should the school do to improve further?</p>
1112	Mr P Oldfield	Lay inspector	Education inclusion	<p>How high are standards?</p> <p>b) Pupils' attitudes, values and personal development</p> <p>How well does the school care for its pupils?</p> <p>How well does the school work in partnership with parents?</p>
30724	Mrs D Hiscock	Team inspector	<p>Art and design</p> <p>English</p> <p>Design and technology</p>	How good are the curricular and other opportunities offered to pupils?
12764	Mrs W Thomas	Team inspector	<p>Special educational needs</p> <p>Mathematics</p> <p>Music</p> <p>Physical education</p>	
14459	Mr G Owen	Team inspector	<p>Information and communication technology</p> <p>Religious education</p> <p>Science</p>	How well the school is led and managed
3588	Mr K Rai	Team inspector	<p>English as an additional language</p> <p>Geography</p> <p>History</p>	

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

### **INFORMATION ABOUT THE SCHOOL**

Fairholme School is a newly amalgamated infant and junior school, just recently established in September 2001. It is situated in a disadvantaged residential district in the Bedfont area of Feltham in Hounslow serving the surrounding community, which consists of privately-owned and local authority rented properties. The school is larger than most other primary schools nationally; there are 182 girls and 161 boys in the school aged between three and eleven years, of whom 35 are in the reception class. The school also has a 52-place nursery. Children are admitted at the beginning of the school year in which they are three and attainment on entry is very low overall. Sixteen per cent of pupils are from ethnic-minority backgrounds, and fourteen per cent learn English as an additional language, which is much higher than the national average. The main languages spoken by pupils, other than English, are Somali, Panjabi and Urdu. Thirty per cent of pupils are known to be eligible for free school meals, and this is higher than the national average. Thirty per cent have been identified as having special educational needs, and this is also higher than the national figure. Pupils' needs include physical, specific and moderate learning needs, emotional and behavioural needs, speech and communication difficulties and hearing impairment. Five pupils have statements for their needs. The high numbers of pupils joining and leaving the school since 2001 have caused difficulties.

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

The school provides a welcoming environment for its pupils and a sound overall education. Standards are continuing to rise, although they are still well below the national expectations by Year 6 in English and mathematics, and below average in science. The sound quality of teaching in the nursery, reception and infant classes, and the good teaching in the juniors are contributing to pupils' steady progress overall, and the sound leadership and management of the headteacher, deputy and senior management team help to ensure satisfactory value for money.

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

- The quality of teaching is good in the junior classes. Across the school learning support assistants and nursery nurses make a good contribution to pupils' learning.
- Pupils' social development is promoted very well and this leads to positive attitudes. Moral development is good, and the school places a good focus on increasing pupils' personal, social and health education.
- The curriculum is supplemented with a good range of extra-curricular activities.
- The strong pastoral leadership of the headteacher and good support from the deputy and senior management team are helping the school to raise its standards.
- Good procedures are in place for monitoring pupils' attendance, behaviour and welfare.
- Links with the community are good.

#### **What could be improved**

- Standards are well below average in English and mathematics, and below average in science, although they are rising slowly overall.
- A few inconsistencies in teaching sometimes lead to a lack of sufficient progress in basic skills.
- The school improvement plan is unsatisfactory, and the governors are not sufficiently involved in the work of the school.

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

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

Not applicable.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6, based on National Curriculum test results.

Performance in:	Compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	n/a	n/a	E	D
Mathematics	n/a	n/a	D	C
Science	n/a	n/a	E	D

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

The above table shows that standards were well below the national average in English and science in 2002, and below average in mathematics. However, the results were slightly better when compared to similar schools; they were below average in English and science, but average in mathematics by the end of Year 6. The inspection evidence largely concurs with these results but finds that standards are rising, although they are currently well below the national expectations by Year 6 in the core subjects of English and mathematics, and many boys are under-achieving in writing<sup>1</sup>. Standards match the nationally expected levels in most other subjects in Years 3 to 6, except in science and music where they are unsatisfactory. At the end of Year 2, the standards attained in 2002 were well below the national average in reading and writing, and below average in mathematics overall. Compared to similar schools, they were below average in reading, well below average in writing but average in mathematics and well above in science. The inspection evidence shows that pupils currently achieve standards that are well below those of other schools nationally. However, most make satisfactory progress from a very low level of attainment on entry. The trend is one of rising standards because the quality of teaching is sound overall, and the school has devised realistic targets for improving pupils' attainment still further, which it is likely to achieve. However, standards are affected adversely by pupils' unsatisfactory levels of attendance and lack of punctuality, as well as the difficult social circumstances associated with the local area. Most pupils learn satisfactorily in relation to their capabilities, and the higher attainers and those with special educational needs make similar progress to other pupils because they are supported appropriately by staff. Pupils who learn English as an additional language make sound progress.

Children in the nursery and reception classes increase their knowledge and skills appropriately. From a very low starting point, they make satisfactory progress so that, by the time they reach the end of the Foundation Stage<sup>2</sup>, some children achieve the standards expected in knowledge and understanding of the world, and physical and creative development. However, they do not achieve the expected stepping stones as set out in the Early Learning Goals<sup>3</sup> and standards remain well below those of other schools in personal, social and emotional development, communication, language and literacy and mathematical development by the end of the reception year because they have much ground to make up.

### <sup>1</sup> ON LEVELS

By the end of Year 6, pupils are expected to attain Level 4 in all National Curriculum subjects. Those who achieve Level 5 are therefore attaining above the nationally expected levels.

By the end of Year 2, pupils are expected to attain Level 2 in all National Curriculum subjects. Those who achieve Level 3 are therefore attaining above the nationally expected levels.

### <sup>2</sup> FOUNDATION STAGE –

This stage of learning refers to children aged between three and six years. In this school, it refers to children in the reception and nursery classes.

### <sup>3</sup> ON EARLY LEARNING GOALS

From September 2000, QCA (Qualifications and Curriculum Authority), have introduced a set of 'Early Learning Goals for children's learning'. These goals are a set of skills, knowledge and understanding that children might be expected to achieve by the end of the reception year in the areas of learning: communication, language and literacy; mathematical development; knowledge and understanding of the world; creative development; physical development, and personal, social and emotional development.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory. Pupils are keen to do well and often show good interest in their work. Many older pupils have sensible attitudes to learning.
Behaviour, in and out of classrooms	Satisfactory. Pupils behave appropriately in lessons and at playtimes.
Personal development and relationships	Satisfactory. Pupils are willing to take on responsibilities and usually relate amicably to each other.
Attendance	Unsatisfactory overall, but improving steadily.

Most pupils show positive attitudes to their work. They form positive relationships with each other and are generally tolerant.

## TEACHING AND LEARNING

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

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

The quality of teaching is sound overall. In Years 3 to 6, teaching is good; it is sometimes very good in English and mathematics. Teaching is generally satisfactory in Years 1 and 2, and sometimes good or very good. Children in the nursery and reception classes are provided with a sound start to their education. Of the 87 lessons observed, five out of ten were good or better and one in six were very good. Teaching is rarely less than satisfactory. The good teaching makes a strong contribution to pupils' positive attitudes to their work. Literacy and numeracy are taught appropriately and pupils use their knowledge in other subjects, which enables them to make sound progress overall. However, some basic skills in spelling and handwriting are not taught consistently well enough and this limits pupils' progress. Nevertheless, most lessons are managed suitably and teaching assistants provide additional guidance for pupils with special educational needs and the most capable. The teaching for pupils who learn English as an additional language is satisfactory overall and sometimes very good when the services of a specialist teacher are employed.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum for pupils in Year 1 to 6 includes all the subjects of the National Curriculum, as well as religious education. Children in the nursery and reception classes are given an appropriate range of activities linked to the recommended areas of learning.

Provision for pupils with special educational needs	Satisfactory. The school responds to the Code of Practice for these pupils <sup>4</sup> . The provision is organised and managed soundly by co-ordinator and pupils are taught satisfactorily.
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<sup>4</sup> **Code of Practice** – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

Provision for pupils with English as an additional language	Satisfactory. Most pupils speak some English, and all are integrated fully in lessons.
Provision for pupils' personal development, including their spiritual, moral, social and cultural, development	Satisfactory. The school has a good focus on increasing pupils' personal, social and health education. It provides soundly for spiritual and cultural development, and the provision for moral development is good. Staff promote pupils' social development very well.
How well the school cares for its pupils	Satisfactory. The school cares well for pupils' health, safety and welfare. Pupils' personal support and guidance are good but assessment information is not used well enough to guide planning.

The school's partnership with its parents is satisfactory and a good range of extra-curricular activities helps pupils to extend their skills.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher provides strong pastoral leadership and has good support from the deputy headteacher and senior management team. The subject co-ordinators are developing their roles but the school improvement plan is not sufficiently detailed or costed to provide clear strategic planning, which is unsatisfactory.
How well the governors fulfil their responsibilities	Unsatisfactory. Governors take their responsibilities seriously and fulfil statutory requirements. However, there are several vacancies on the governing body that limit its input into the planning and development process.
The school's evaluation of its performance	Satisfactory. The school evaluates its performance, taking effective action to address issues where necessary.
The strategic use of resources	Satisfactory. The school uses its resources appropriately and expenditure is linked satisfactorily to raising standards.

The sound leadership and good induction procedures for new staff have a positive effect on the school. A good number of hard-working, dedicated staff, sound accommodation and sufficient resources help to make it a positive learning environment for its pupils. School meals are particularly good. Appropriate attention is given to obtaining the best value for money.

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

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children like school.</li> <li>• The school expects children to work hard and do their best.</li> </ul>	<ul style="list-style-type: none"> <li>• Better partnerships with the school.</li> <li>• More consistent homework.</li> <li>• Better leadership &amp; management.</li> <li>• More extra-curricular activities.</li> </ul>

The inspectors agree with the positive comments made by parents, and they also agree that there are a few inconsistencies in the setting of homework. However, they do not agree with the other comments

but find that the partnerships with parents are satisfactory, the leadership and management are sound overall, and there is a good range of extra-curricular activities.

## **PART B: COMMENTARY**

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

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

1. Most children in the reception classes make sound progress and are on course to achieve some, but not all, of the Early Learning Goals in knowledge and understanding of the world, creative development and physical development. However, they are unlikely to achieve the expected goals in personal, social and emotional development, communication, language and literacy, and mathematical development because many enter the nursery with very low levels of attainment and have much ground to make up. As a result, overall standards are still well below average when pupils enter Year 1.
2. Standards in English in Years 2 and 6 are well below average overall. Standards in speaking are slightly better because teachers provide pupils with useful opportunities for discussion and they seek to extend this by using a range of technical language. Pupils are benefiting from the structured approach of the National Literacy Strategy but there are too few links with computer technology. Although most pupils have made satisfactory progress since joining the school, they are not secure in some basic literacy skills, such as spelling and handwriting. Listening skills are too variable, but better when lessons are vibrant and interesting. Reading standards are well below average throughout the school but the emphasis on literary skills, which has been in place for more than a year, is beginning to pay off. Many of the pupils are enthusiastic about the stories they encounter. However, there is much to be done to tackle significant weaknesses in pupils' writing, which are well below average overall. The presentation of pupils' work is not good enough and many of the boys are not achieving as well as they might, particularly in writing. The school has started to examine the factors that limit pupils' attainment and writing is being developed well in history and geography. This bodes well for the future but there is no systematic plan to practise literacy skills across the curriculum. As almost half of the pupils in Years 3 to 6, have a low level of skills in reading and writing this affects their learning adversely in other subjects. Nevertheless, the boys in Year 6 are now beginning to show a thirst for writing, even though their limited understanding of punctuation and grammar mean that they are unlikely to meet national standards. The school recognises this fact and is tackling it appropriately.
3. Standards attained in mathematics by the current group of pupils in Years 2 and 6 are well below the national expectations, and achievement is unsatisfactory. This is because pupils' progress over time is unsatisfactory and affected by the high numbers joining and leaving at different times of the school year. Although learning is good in some lessons and the higher attaining pupils in Year 6 achieve well when solving problems quickly in their heads and accurately halving numbers to two decimal places, the lower attaining pupils find mathematics much more challenging and many struggle. Basic numeracy skills are taught appropriately but they are not used well by pupils in other subjects, and computers are not used consistently to support mathematics. In addition, an analysis of pupils' books in Years 3 to 6 shows a limited range of work; for example, the work in Year 5 does not show enough progression and is very similar to the range covered in Year 4. By the end of Year 2 most pupils do not have a secure understanding of place value to 100. The more capable pupils add two-digit numbers whilst the average and lower attaining pupils can add single-digit numbers. However, they do not have well-developed strategies for solving number problems, and progress over time is slower than it should be.
4. Standards in science are currently well below average in Year 2 but have risen to just below average by Year 6 because most pupils are making satisfactory progress. However, the improvement made by boys is generally less than that of the girls and the more capable pupils are not improving as quickly as they should. This is often because the work set for them is not demanding enough. Useful opportunities are provided for pupils to investigate and experiment but poor writing and recording skills inhibit the progress they make. Some pupils can describe a fair test but few can actually carry it out in their class work. The pupils practise their numeracy and computer skills in science lessons, but these opportunities are infrequent and often the

tasks provided do not extend learning sufficiently. Although work is marked regularly and positive comments are sometimes included to motivate pupils, these do not always indicate what needs to be done in order to improve and this limits achievement.

5. By the time pupils reach the top end of the school in Year 6, they achieve sound standards in art and design, design and technology, geography, history, information and communication technology, physical education and religious education. However, standards are unsatisfactory in music because many teachers lack confidence in the subject and this has not been dealt with as there is currently no co-ordinator to oversee and manage the provision. Generally, pupils' learning is promoted satisfactorily over time but the high numbers entering and leaving the school at different times, especially in the junior years, have a disruptive effect on learning. Nevertheless, the targets set for 2003 are aimed to improve on the previous year's results, and are appropriate. Although still much lower than nationally, the school is striving to meet them.
6. Some variations were identified during the inspection between the progress of boys and other pupils, especially when the poor behaviour of a few juniors disrupts others. The progress of pupils with special educational needs is satisfactory because sound support, based on detailed knowledge of individual pupils, raises their confidence and achievement. They make satisfactory progress towards the targets in their individual educational plans because teachers set work at an appropriate level and teaching assistants have sound knowledge of pupils' individual needs, assisting them well during lessons. The achievement of pupils learning English as an additional language is satisfactory and they make sound progress in the acquisition of skills. This is as a result of the welcoming atmosphere in the school, and the sound support provided by class teachers and support staff.

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

7. Pupils have satisfactory attitudes to the school and all it offers. Older pupils, especially those who have been appointed to positions of responsibility, such as those involved in the daily tuck shop routines, handle stocks and money in a very responsible way, helping others to enjoy morning breaks. The youngest children in the nursery and reception classes like school and are well supervised. Generally, most pupils display satisfactory attitudes to tasks entrusted to them and are pleased to help.
8. Behaviour is satisfactory overall and occasionally good or very good when lessons are interesting and the pace of learning is brisk. However, a few older pupils are not fully mature enough to take an active part in some lessons. A few other pupils with behaviour difficulties require a lot of supervision before being integrated effectively into the school day. Where very young children display unacceptable behaviour this is as a result of their very limited social skills. The greater majority of pupils are keen to come to school. They feel valued by adults, and those with special educational needs and pupils learning English as an additional language show positive attitudes to school. They are integrated effectively in the school community, and mix well with their peers. They relate well to teachers and support staff.
9. Pupils are generally appreciative of the friendly ethos, the attractive displays that abound, and have satisfactory respect for others. There are no signs of wilful damage or graffiti. It was very noticeable during the inspection that there was virtually no litter; many pupils deposit litter in the appropriate place. This is a particular feature of the lunch times when pupils place empty bags and wrappings into small baskets on the table, which are then frequently emptied by midday supervisors and other, older pupils who assist them. Lunchtimes are generally pleasant, social occasions; bowls of flowers upon each table enhance the environment and help to provide pupils with attractive areas in which they can behave sensibly.
10. A comprehensive behaviour policy and playground and dining room rules help pupils to fully understand their responsibilities. Pupils involved in the school council have debated the issue of behaviour and they know that they have to accept sanctions for unacceptable standards of behaviour. There have been two temporary exclusions during the current school year. Good

behaviour is always welcomed and there are clear expectations sought so that all pupils know the consequences. Pupils with special educational needs and those who learn English as an additional language are clearly aware of the simple rules and follow them well. However, a few older pupils show disrespectful attitudes and behaviour in some lessons.

11. There is an absence of oppressive behaviour, including bullying and sexism, because adult supervision at the school is good. The headteacher frequently patrols the playground areas, which are well resourced to allow pupils to have enjoyable playtimes. There have been no incidents of racism in the current school year but the school has appropriate methods to identify any incidents and good procedures to deal with them.
12. Pupils have a satisfactory understanding of the impact their actions may have on others. The good personal, social and health education programme enhances the knowledge which pupils have to work in harmony with each other. For example, during the week of inspection, pupils were seen allowing others to enter the building before them, opening doors and moving in a considerate manner within the school. Break times provide them with sound opportunities to share equipment and take turns. Throughout the school the greater majority of pupils have a sound understanding of the beliefs of others. In lessons, they generally listen to what others have to say and respond with interest when opportunities are taken for presentation of certificates by clapping the efforts of others.
13. As pupils get older they act sensibly as 'playground friends' and are trained to organise games for younger pupils. Members of the school council, with representatives elected from older classes, provide a mature understanding of the daily needs of the school and of the level of responsibility expected from them. They accept jobs willingly and undertake tasks in the 'meaningful work programme' in which they are encouraged to accept many responsibilities about the school. They must apply for a job, gain parental consent and be interviewed for their suitability to the posts. As a consequence, many tasks are done well; for example, during lunch times floors and tables are tidied in a thorough and professional way. Relationships within the school community are sound overall, and sometimes good. The team efforts of adults show that pupils are at the heart of their endeavours; they create a spirit of goodwill with the majority of pupils, although a few immature pupils do not readily respond to authority.
14. Attendance levels are unsatisfactory overall, but improving. Although the levels of authorised absence are below the national average, the rates of unauthorised absence are well above. This is because some parents do not readily support the school, permitting absences that impinge upon their children's learning opportunities.

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

15. The quality of teaching and learning is good in the junior classes overall, and satisfactory in the nursery, reception and infant classes. It is rarely less than satisfactory. Of the 87 lessons observed, five out of ten were good or better and one in six were very good. This good teaching makes a strong contribution to pupils' learning. Lessons are usually managed well and teaching assistants provide useful additional guidance for pupils with special educational needs and the most capable.
16. Children in the nursery and reception classes are provided with a sound start to their education. Teaching and learning are satisfactory overall for the youngest children in the school, and sometimes good. Adults working with children in the nursery and reception classes have a clear understanding of the needs of this age group, as well as children's individual needs, and they organise a good range of activities for them to develop their skills. However, planning is not yet consistent enough across the whole Foundation Stage to ensure continuity from nursery to the reception classes but staff are developing this. Good links are forged with other areas of the curriculum when teachers use numbers well to reinforce counting, and stories such as *'The Three Little Wolves and the Big, Bad Pig'* help the children to improve their knowledge of numbers. They enjoy learning, which contributes to their growing levels of confidence, and the ends of lessons are used well to help children consider their successes.

17. The quality of teaching and learning in English is satisfactory in the infant classes; it is good in the juniors. Generally, all teachers have sound subject knowledge and the National Literacy Strategy has been implemented appropriately. This has resulted in sound expectations and a steady pace to lessons. However, some basic skills are not taught consistently to ensure that pupils make sufficient progress in learning, and links with other subjects and computer technology are not used well enough for pupils to practise literacy. For example, the teaching of spelling and handwriting are not good enough, and this limits pupils' learning in writing, especially the most capable who are not challenged suitably in some lessons and many boys who are underachieving. Nevertheless, the teachers are confident and motivate pupils effectively, particularly by including pupils with special educational needs well and by praising their responses.
18. In mathematics, the quality of teaching and learning is satisfactory in the infants, and good in the junior classes. Staff have secure knowledge of the National Numeracy Strategy and sound expectations of pupils' behaviour. They treat pupils with respect and use praise well to enhance self-esteem and confidence. A particular strength is teachers' good use of questioning to check pupils' understanding, which helps them to set pupils in ability groups. As a result, teaching is often focused well on what pupils will know by the end of the lesson. Most teachers use mathematical language well and encourage pupils to do the same. Lessons are made interesting because the staff use learning resources well to help pupils understand new ideas.
19. Teaching and learning are good in design and technology, information and communication technology and religious education, especially when the teachers are confident and have high expectations. These strong features lead to a significant increase in pupils' learning. Teaching is also good in the juniors in physical education. It is sound in all other subjects, except in music where it is unsatisfactory, and useful links are made between subjects such as art and design and history through stories about famous people. The work produced by pupils is displayed well throughout the school and helps to provide a stimulating environment for pupils, staff, visitors and parents. However, the use of computers to support learning across the curriculum is not fully developed.
20. Generally, the quality of teachers' daily planning is satisfactory overall for most subjects and identifies learning intentions clearly; it is often good in the junior classes. The common approach to planning in most of the subjects is generally based on the national guidance. However, there is work to be done to streamline the teaching plans of Years 1 and 2 with those of Year 3 to 6 to establish a step-by-step learning journey in subjects such as art and design, science and music. Although most teachers plan clear learning intentions for each lesson, this is not consistent in all year groups and classes, particularly for subjects other than English, mathematics and science. This results in some underachievement of boys and the most capable because there are not enough increasingly challenging activities as pupils pass through the school.
21. Teachers assess pupils' work appropriately and the information is used to provide support for the less capable pupils to overcome difficulties. For example, teaching assistants are well deployed to guide pupils with special educational needs, particularly in English and mathematics, and they support them in good teamwork with class teachers. They know what they are expected to do and they enable most pupils to make sound progress overall. However, the quality of marking is inconsistent and this means that other pupils are not guided well enough by teachers' written comments, and assessment information is not used sufficiently across the school. This limits the learning of some groups of pupils, notably the most capable. Many pupils have homework regularly and this helps them to increase their skills at home, and this is satisfactory overall, but the setting of homework is inconsistent across the year groups.
22. The management of pupils is good in the infant classes and satisfactory overall in the juniors, where there is a little unsatisfactory teaching and evidence of pupils' poor behaviour disrupting learning. For example, although most lessons are managed well, the inappropriate attitudes to learning and unsettling behaviour of a few pupils in Years 5 and 6 are not dealt with satisfactorily to maintain discipline. Nevertheless, most teachers promote a classroom atmosphere that

encourages hard work, as well as a good sense of enjoyment. In the best lessons, the teachers motivate the pupils so that praise celebrates success and inspires them to achieve.

23. Teaching of pupils with special educational needs is satisfactory. Setting arrangements in Years 3 to 6 ensure that pupils are given suitable work. Learning support assistants give effective support to pupils in lessons, clarifying tasks for them and ensuring that they understand what to do. They encourage pupils to take a full part in lessons.
24. The quality of teaching for pupils learning English as an additional language is satisfactory overall. It is very good for pupils who are at the early stages of the acquisition of English and are taught by a part-time specialist teacher from the Hounslow Language Service. Lessons are planned in consultation with class teachers to ensure that the work in withdrawal groups is closely related to what goes on in classrooms. A very good example of this was seen in a withdrawal lesson where the specialist teacher supported very effectively a group of pupils from Year 2 to learn the language related to their study of the local area in their geography work. When specialist support is not available, class teachers provide overall sound support to pupils. They work hard to explain new ideas in a way that makes sense to all pupils. As a result, pupils make satisfactory progress.

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

25. The school has a satisfactory range of learning opportunities that are open to all its pupils. On occasions, some rich experiences are provided that lift the quality of learning and promote some positive attitudes to learning. Most of the essentials of a broad curriculum are in place. The requirements of the locally agreed syllabus for religious education are met. However the school has no overall aims for the curriculum that tailor it to the needs and aspirations of its pupils. This leads to some loss in achievement for those pupils with the potential to achieve more than they do now. For example, in science, day-to-day teaching plans often do not provide a rigorously enough challenge.
26. Some of the plans that map out curriculum themes over time make helpful links between subjects. This benefits learning. However, there is much work to be done to devise policies and guidelines for the majority of subjects to ensure that learning is consistently meaningful to pupils' lives. The exception to this is history and geography which both have additional subject guidance to support teaching plans. The requirements of the National Curriculum are met and the arrangements assure that pupils gain enough knowledge and skill in most subjects. This is not the case in music; with the exception of singing, pupils do not gain enough depth of understanding because there is not enough time allocated to the subject.
27. A full range of activities is planned in the nursery and reception classes over the academic year and there are suitable links between the areas of learning in this early stage of children's learning – *the Foundation Stage*. The co-ordinator and staff have worked hard to improve the medium-term planning. This is due to be extended to include development of the short-term planning in order to provide more continuity between year groups so that nursery-aged children can extend their skills systematically from the time they enter until they reach the end of the reception year.
28. The school places suitable emphasis on the teaching of literacy and uses the National Literacy and Numeracy Strategies suitably to guide teaching plans. A high proportion of curriculum time is devoted to the teaching of English and mathematics. Features of pupils' writing in Year 6 indicate that these pupils are making rapid progress, so the impact is positive, even though there are significant gaps in basic literacy skills. This is because there is rigorous planning in Year 6. Successful work over the past year has raised the profile of reading in the school and resulted in a greater degree of enjoyment and increasingly positive attitudes of both boys and girls. The breadth of opportunities provided is planned to deal with the underachievement of boys, particularly in writing. For example, teaching plans for geography and history develop pupils' knowledge and support pupils reading and writing. However, the impact on standards in Years 2

to 5 is not as apparent in the basic skills of reading, writing and mathematics. Although there is satisfactory 'catch-up' planning in place for those pupils with gaps in their learning, teaching plans are not always rigorous enough to lever up achievement for all pupils.

29. Provision for information communication technology is good overall. Planning for the different elements in the subject deals with all abilities and ensures that pupils make good progress. However, computers are not used well enough in other subjects as a tool for learning.

30. The provision for pupils with special educational needs is satisfactory. Although pupils have close and effective adult support as they learn, individual learning plans are not used well enough to inform day to day teaching. This means that the targets in learning set for each child are not always met quickly enough. Provision has been updated to meet the revised Code of Practice. The school takes care to identify pupils' needs early, and setting arrangements help to make appropriate provision for the pupils.
31. Pupils learning English as an additional language have full access to the curriculum because they are supported mostly in the classroom. When they are withdrawn for specialist support, great care is taken to ensure that they do not miss any aspects of the curriculum.
32. The school offers a good range of extra-curricular activities for its pupils. These extra activities contribute significantly to pupils' personal development and enthusiasm. They include football, cricket, breakfast club and the after school 'Peacock club'. The school makes good use of the wealth of local museums, art galleries and theatres to inspire and interest its pupils. These include places such as Hampton Court and the Royal Festival Hall. Similarly, links with the local community are good. The local Feltham Arts group add their skill and experience to the after school club they run. In addition, a substantial number of employees of a local business make a good contribution to pupils' learning by sharing books with children regularly. In addition, Year 6 pupils have an annual residential opportunity, which adds a different experience to their lives. The school also has relevant links with other schools and organisations to assist the school staff in their work, including Brunel University.
33. Provision for pupils' personal, social, health and citizenship education is good. Teaching plans for citizenship are clear, rigorous and detailed. Pupils are gaining a good understanding of their role as a young citizen of the future and a growing understanding of the expectations this brings for the society of the twenty-first century. This is enriched by the work of the School Council and the range of jobs that pupils can apply for around the school. In addition, the school has a planned program to teach sex and drugs education. This is supplemented by health professionals who visit the school regularly to improve children's understanding.
34. The personal development of pupils is good. The provision for pupils' moral development is good, that for pupils' social development is very good, whilst provision for pupils' spiritual and cultural development is satisfactory. Acts of collective worship meet requirements and provide pupils with opportunities to reflect on their experiences and those of others. During the inspection week the theme for assemblies was community. The story of 'The Good Samaritan' was well used to illustrate what it means to care for one another. The teacher related this well to the school community and encouraged pupils to reflect on the qualities that make a good neighbour.
35. The school makes good provision for pupils' moral development and is successful in promoting satisfactory attitudes and behaviour in pupils. All classes display the school rules and these are understood by pupils. They work hard to attain house points and certificates. Pupils understand the difference between right and wrong. They show respect for each other and for school property. When they are taken on school visits they know that they are expected to behave well and their response is a credit to the school.
36. In lessons and in other school activities, the school makes very good provision for pupils' social development. There are many opportunities for pupils to work in pairs and small groups. Pupils of different backgrounds are encouraged to get on well together and the school is successful in promoting racial harmony. A few Year 5 pupils have been trained as playground friends and they carry out their responsibilities well. The school council also offers good opportunities for pupils to take responsibility and pupils are proud to be members of it. The school has an additional 'Meaningful work programme'. This involves pupils taking responsibility for different tasks for a period of six weeks. The jobs are advertised on a notice board and pupils write an application form and are interviewed for their posts. This is a very successful aspect of the school's provision for pupils' social development. Pupils also make regular collections to support a range of local and national charities.

37. Provision for pupils' cultural development is satisfactory but there are missed opportunities to develop pupils' understanding of a range of cultural experiences in music, art and literature in lessons. There is a satisfactory programme of visits and visitors to enrich pupils' cultural experiences. Pupils have taken part in series of workshops on a Shakespeare play with a local professional theatre company and then been to see the play. Sound provision is made for pupils to develop an understanding of the culturally diverse society in which they live and there have been occasional visitors to the school, such as an African drummer and a multi cultural music group. As part of the programme for religious education, pupils have made visits to different places of worship.

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

38. The school cares appropriately for the well being of its pupils. It has suitable systems in place to ensure that pupils' welfare is paramount. There are good procedures for dealing with minor injuries and a large number of trained first aiders are in the school. Appropriate testing has been done to electrical apparatus and fire fighting equipment. The standard of daily maintenance ensures that the school environment is welcoming, enhanced by a planned programme of refurbishment. Appropriate and regular risk assessments have been carried out and child protection procedures are understood well, overseen by the headteacher who has had appropriate training.
39. The school has good procedures in place to monitor and improve attendance. A first-day contact of homes has allowed unauthorised absences to be contained to a minimum; the local authority has sent letters upon the topic of unauthorised absences so that schools in the area follow a common pattern. Appropriate contact is maintained with the education welfare services, and the use of a computer programme for attendance contributes well to the administration needs.
40. The procedures for monitoring behaviour are satisfactory and the policy, with appropriate rewards and sanctions, is suitable. The school encourages pupils to be responsible citizens and it responds to issues raised by them in the questionnaires sent out by the School Council; the results of the surveys are displayed well within the school for pupils to check and follow up.
41. The procedures for assessing pupils' attainment and progress are satisfactory, but the use of the information gathered is inconsistent and unsatisfactory. The school has a good record of how well pupils are doing academically, particularly for pupils with special educational needs. National Curriculum test-scores are measured as pupils progress through the school and the youngest children in the nursery and reception classes have appropriate testing so that sufficient knowledge is obtained of their abilities. For example, entry assessments record appropriately that many children have weaknesses in skills and experience. In addition, class teachers keep satisfactory records of pupils' progress within the class. However, there is no written assessment policy and the opportunities to track attainment and look at levels of work throughout the school are not well developed. The school has identified this need and is urgently examining schemes to make this important work more focused.
42. The procedures for monitoring and supporting pupils' personal development are good. The school knows most pupils and their families well. Targets, including personal and social targets, are set a number of times in the school year and fully discussed with the parents and their children. Targets often include a behaviour target and close observation by adults and the recording of unacceptable incidents build up a picture of pupils' needs. Appropriate contact is maintained with external agencies including the community police, behaviour support staff and teaching support services.
43. The school operates as a fully inclusive school where all pupils are well supported and valued. Pupils' individual education plans are generally good but as yet are not used sufficiently in teachers' planning. Pupils are cared for sensitively but assessment is not used sufficiently to plan their work. However, in contrast, there are good arrangements for assessing the progress of learners of English as an additional language. Pupils' attainment is assessed regularly and

records of their progress are kept. Records also include information on pupils' social backgrounds and mother tongues.

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

44. The school has a satisfactory partnership with parents. Generally, the majority of parents are happy with all the school offers but a small number of concerns were indicated. The continuing problem of head lice irritated some parents but the inspection evidence shows that the school arranges appropriately for the community nurse to meet with parents to discuss issues on specified dates, although few parents attend these meetings.
45. The school values the links with parents and has now issued a weekly newsletter so that parents are informed satisfactorily of events in the school's life. Parents believe this is a good method of communication. Some parents have concerns that they are not kept informed about how their children were getting on. However, the inspection evidence shows that the school provides good opportunities for parents to meet teachers. A parents' meeting is arranged termly to discuss work done and targets for improvement. There is a high attendance of parents at these meetings. In addition to the formal meetings, teachers also meet parents before and after each school day. The headteacher has a good policy of meeting parents by appointment, and there are good opportunities to discuss any issues and learn of progress.
46. Satisfactory annual reports of progress give a good description of the work undertaken, the targets for improvement and attendance statistics. The headteacher is aware that a computer-generated attendance print out would give even better details of attendance levels so that parents can be more supportive to maintain and improve levels of attendance.
47. Many parents are dissatisfied with the homework provision particularly for older pupils, and the inspectors agree. Pupils were interviewed and, despite evidence offered by the school, the evidence shows that homework is not set regularly. This inconsistent approach to homework is a contrast to the regular reading opportunities taken by parents of younger pupils, where the records are clear of work done and parents' comments are acted upon. There are not many parents who help in classes, nor do parents attend the annual meeting of the governing body, where concerns could be addressed.
48. A well-organised 'Friends Association' gives good support to the school, as well as providing a good programme of social and fund-raising activities, some of which are well supported by the community, teachers and parents. Monies raised by the association have given a good contribution to resources at the school. In order to provide such provision, the school has sent a questionnaire to all parents to indicate the type of programme they will support.
49. The satisfactory partnership with parents of pupils with special educational contributes soundly pupils' learning. Parents are involved well in statutory reviews, and they are always invited to non-statutory reviews, although they do not always attend. Parents are not given copies of individual education plans but teachers are always ready to discuss pupils' needs.

### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

50. The leadership of the school is satisfactory overall. The recent amalgamation of the infant and junior schools has been smoothly implemented and the headteacher provides sound leadership and good pastoral support for pupils and staff. He is supported well by a conscientious deputy and together they give clear guidance to staff to help raise standards. Many of the school's aims can be seen in aspects of its work and the positive climate for learning is evident in the attitudes of the pupils and in the strong team spirit among the staff. Sound management has led to the successful introduction of a new senior management structure and this has been an important factor in the success of the amalgamation. The lively and caring atmosphere leads to relationships that are relaxed and confident. The school's senior management team, consisting of the phase leaders for the 'early', 'middle' and 'upper' years, is becoming increasingly effective and significant responsibilities have been delegated to them. They have an overview of the

Literacy and Numeracy Strategies and there are satisfactory procedures in place to ensure their effective implementation.

51. Strategic planning is unsatisfactory. The school's vision statement has been discussed but it has not been recorded and it is, therefore, not shared and well understood by everyone who is associated with, and interested, in the school. Short-term interim plans are in place and longer-term priorities have been identified. The targets set are generally appropriate and the urgent need to improve standards in English, mathematics and science is recognised. The school's priorities have not, however, been programmed into a detailed and tightly organised development plan closely matched to the school's current and projected budget. Plans have been written for the current year only and do not, therefore, contain a strategic view of how the school is to develop and improve over time.
52. The management of the provision for pupils with special educational needs is satisfactory and pupils make progress at a similar rate to that of their classmates. The liaison between the co-ordinator, class teachers and outside agencies is good. Many learning support assistants have been trained and make an effective contribution to the improvements made by pupils with learning difficulties. The school employs a part time teacher to co-ordinate the provision. She has amended the policy to take account of the new Code of Practice, and works with teachers to devise individual education plans for pupils that are reviewed at regular intervals. There are good links with the secondary schools to which pupils transfer and good arrangements for the personal development of pupils with special educational needs in, for example, the friendship club.
53. The management of the provision for English as an additional language is good, with the specialist teacher being effectively deployed. Her work is monitored effectively by the headteacher and the head of the Hounslow Language Service. On the whole, pupils with English as an additional language are provided with a satisfactory quality of education. The co-ordinator organises the provision carefully and works closely with teaching colleagues and the special educational needs' co-ordinator. The school readily responds to new initiatives and has an appropriate policy for race equality. It is committed to maintaining the good arrangements for these pupils.
54. The governors' role in shaping the direction of the school is unsatisfactory. They are a supportive group and there is a satisfactory committee structure and all statutory duties are met. Financial information is received through the finance committee which meets regularly, as does the buildings group. There is an agreed protocol to enable the governors to monitor the quality of the education the school provides and to hold the school to account. However, this policy has not been implemented, partly because there are vacancies on the governing body and partly because of members' many other commitments. Consequently, they do not have a secure understanding of the school's strengths and weaknesses and have little input into the planning and development process. Governors have been nominated to take responsibilities for specific areas of the curriculum and regular checks are made on the school buildings and grounds to ensure compliance with health and safety requirements.
55. The satisfactory structure for the monitoring and evaluation of teaching and learning has a sound effect on improvement. All staff have clearly defined job specifications and senior staff regularly monitor the quality of teachers' planning and provide written feedback. Senior members of staff, known as 'Phase leaders' monitor the quality of teaching appropriately and the information is used to identify the needs of those who need additional support. The support is then given in the form of demonstration lessons, attendance at training sessions, team teaching and help with planning. The role of subject co-ordinators is now being extended to include more formal monitoring of the quality of teaching. Where this practice has already been introduced detailed observation notes are taken and points for improvement are identified and shared. At the time of the inspection this good practice was not consistent throughout all classes, but was being developed satisfactorily. The school analyses the performance of pupils in national and school tests, but this information is not always well used to identify where additional help can be given and where improvements can be made. The performance of different groups is not always identified, but the school has highlighted the underachievement of boys as an area for urgent attention.

56. Performance management procedures have been fully implemented and they include all teaching and support staff. This practice is effective in developing team spirit and in communicating the message that everyone's role is important and valued. Procedures for the induction of new staff are good and the phase leaders ensure that the appropriate levels of support are provided.
57. The school's use of information technology for administrative and management purposes is good overall. Computerised systems exist for registration and new attainment tracking software has recently been acquired, although its use is in its infancy. The match of teachers and support staff to the needs of the curriculum is good and the quality and suitability of the accommodation are satisfactory.
58. The overall number of teachers and support staff, and the range of their qualifications are well matched to the needs of the curriculum. There is a satisfactory range of expertise and experience among teachers to teach individual subjects and meet the needs of pupils with special educational needs and those for whom English is an additional language, except in music where there is a lack of expertise amongst staff. There are currently no newly qualified teachers but there is a good system of induction to support their professional development. The school is particularly proud of the way it supports one overseas and one secondary trained teacher. Both these teachers have opportunities to attend courses organised by the local education authority, and observe model lessons taught by the senior members of the staff. Most learning support assistants and special educational needs assistants have successfully completed an intensive one year long course: CLANSA (Certificate in Literacy and Numeracy for Support Assistants). In addition, there is also provision for in-house training for them. As a result, the quality of their support to pupils is good. Teachers, co-ordinators and support staff have well-written job descriptions, and all staff are clear about their roles and responsibilities.
59. The school's accommodation is satisfactory. Most classrooms are of a reasonable size and are kept clean, with a good range of bright and colourful displays to provide a stimulating learning environment. Attractive seating and small-group work areas provide additional space for pupils to use. The school also benefits from two halls, a dining room, and specialist rooms for music, as well as a computer suite. The playgrounds are of a good size, but the school recognises the need to develop an outside area for reception classes, the plans for which are in hand.
60. Learning resources are satisfactory overall to meet the needs of the curriculum, and they are good in information and communication technology, English as additional language, and the foundation stage. This has a good effect on pupils' opportunities, but the condition and use of resources in music are unsatisfactory. There is a good range of resources, including dual language books, to celebrate the linguistic and cultural diversity in the school. The range and condition of books in the two libraries and classrooms are satisfactory.
61. Financial planning is sound and the school provides satisfactory value for money. Appropriate use is made of funds, including those allocated for specific purposes, such as supporting pupils with learning difficulties. The school administrator and bursar work well together and there is careful and efficient financial planning. New initiatives are supported well and resources for information and communication technology have been extended recently. Principles of best value are applied satisfactorily. The bursar has a good knowledge of the school's finances. Good work has been done in merging the financial balances of the two former schools and cost centres established for managing the large carry forward. Subject leaders have been given budgets to help them manage the provision. Close attention has been given to the requirement of liaison with the local education authority. The financial control is effected by computer procedures and there is good liaison with the headteacher regarding the needs of the school as it develops. However, the school improvement plan is not fully costed, as financial arrangements have been very fluid. A commercial firm prepares the draft budget suitably. This is checked by the bursar and headteacher who present it to the governing body for approval. However, the lack of firm (and future) finance authorised from the local education authority do not make it easy for the school to devise long-term financial planning and enhance education priorities. Nevertheless, monies received to support pupils with special educational needs and those who learn English as an additional language are spent appropriately on resources such as learning support assistants.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. The headteacher, staff and governors should:

- (1) raise the standards of attainment in English, mathematics and science across the school by:
- making sure that all lessons are planned and taught effectively to include work on the basic skills of spelling, handwriting, presentation, problem-solving and investigations that is suitably matched to pupils' prior attainment;
  - extending the use of computers, and literacy and numeracy skills across the curriculum;
  - providing more challenging work for the most capable pupils and the number of boys who are underachieving.

*(paragraphs 2, 3, 4, 17, 19, 20, 26, 28, 71 – 80, 81 – 86, 87 – 91, 114 and 125)*

- (2) address the inconsistencies in teaching by:

- managing the behaviour of pupils more consistently;
- setting homework regularly in all classes to help raise standards;
- improving the quality and consistency of teachers' marking;
- referring more closely to assessment information to guide teachers' planning.

*(paragraphs 21, 22, 41, 43, 47, 78 and 90)*

- (3) strengthen the management of the school by:

- improving the school improvement plan to provide better strategic planning;
- extending the involvement of the governing body.

*(paragraphs 51, 54 and 92)*

*There are a few minor areas for the school to consider in paragraphs 5, 14, 26, 116 - 119 that relate to the unsatisfactory standards attained in music and pupils' levels of attendance.*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	87
Number of discussions with staff, governors, other adults and pupils	31

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	11	34	39	3	0	0
Percentage	0	13	39	45	3	0	0

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

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	369
Number of full-time pupils known to be eligible for free school meals	111

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	112

English as an additional language	No of pupils
Number of pupils with English as an additional language	52

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	18

### Attendance

#### Authorised absence

	%
School data	4.9

#### Unauthorised absence

	%
School data	1.2

National comparative data	5.4
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National comparative data	0.7
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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 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	15	38	53

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	4	14
	Girls	32	28	36
	Total	41	32	50
Percentage of pupils at NC level 2 or above	School	77 (n/a)	60 (n/a)	94 (n/a)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	14	15
	Girls	32	33	37
	Total	42	47	52
Percentage of pupils at NC level 2 or above	School	79 (n/a)	89 (n/a)	98 (n/a)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	34	26	60

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	16	22	26
	Girls	18	15	22
	Total	34	37	48
Percentage of pupils at NC Level 4 or above	School	57 (n/a)	62 (n/a)	80 (n/a)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	n/a	n/a	n/a
	Girls	n/a	n/a	n/a
	Total	n/a	n/a	n/a
Percentage of pupils at NC Level 4 or above	School	n/a	n/a	n/a
	National	73 (72)	74 (74)	82 (82)

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

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

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

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

<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
270	2	0
0	0	0
8	0	0
0	0	0
0	0	0
0	0	0
0	0	0
11	0	0
9	0	0
2	0	0
0	0	0
5	0	0
13	0	0
2	0	0
0	0	0
9	0	0
8	0	0

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.*

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

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

Total number of qualified teachers (FTE)	16.3
Number of pupils per qualified teacher	24
Average class size	26

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

Total number of education support staff	14
Total aggregate hours worked per week	156

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	1
Total aggregate hours worked per week	35

### ***Financial information***

Financial year	2001/02
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	<b>£</b>
Total income	813,444
Total expenditure	739,250
Expenditure per pupil	2,305
Balance brought forward from previous year	74,194
Balance carried forward to next year	74,194

Number of pupils per FTE adult	13
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*FTE means full-time equivalent.*

**Recruitment of teachers**

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

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	369
Number of questionnaires returned	121

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	37	5	2	1
My child is making good progress in school.	42	49	6	2	2
Behaviour in the school is good.	48	36	8	5	3
My child gets the right amount of work to do at home.	23	34	29	6	8
The teaching is good.	44	45	7	2	3
I am kept well informed about how my child is getting on.	36	46	9	7	2
I would feel comfortable about approaching the school with questions or a problem.	50	37	6	5	2
The school expects my child to work hard and achieve his or her best.	55	36	2	4	2
The school works closely with parents.	32	45	13	8	2
The school is well led and managed.	36	42	11	7	3
The school is helping my child become mature and responsible.	40	46	8	2	3
The school provides an interesting range of activities outside lessons.	30	43	11	7	9

(NB: totals may not add up to 100 due to rounding)

### Other issues raised by parents

- Inconsistent and irregular homework.
- Links with parents and the on-going difficulties with head lice.

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

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

63. Children enter the 52-place nursery class at the start of the academic year in which they are three on a part-time basis. They move into the reception class when they are four years old and at the time of the inspection there were 35 children in the reception classes. Attainment is very low when children first begin. Teaching is sound overall, and sometimes good, which leads to children, including those with special educational needs, making at least sound progress in all areas. By the time they enter Year 1, most children achieve some of the expected goals in knowledge and understanding of the world, creative and physical development. Teaching in the areas of personal, social and emotional development, communication, language, literacy and mathematical development is sound. Most children make satisfactory progress in these areas but they do not achieve the expected standards by the time they leave the reception class and attainment remains well below the expectations overall because the children have much ground to make up from a very low starting point. Nursery nurses provide good and caring support, which makes a positive contribution to the children's learning. Work is organised satisfactorily, taking account of national guidance, and regular assessments of children's learning are undertaken so that staff have a clear idea of what they achieve. However, the quality of planning and use of assessment are not consistent across the nursery and reception classes, and this an area for improvement. The appropriate balance of adult-led and independently chosen activities for children to participate in means that children have equal opportunities in all the areas of learning, and all the staff work well together as a good team.

#### **Personal, social and emotional development**

64. Most children are unlikely to reach the expected goals by the end of the reception year, and standards remain well below the expected levels. Nevertheless, the sound teaching leads to steady progress in learning. Nursery and reception classes are suitably organised so that children can access equipment easily and readily, which enables them to try to make independent choices about what they need. Staff encourage children to take responsibility for tasks, such as tidying up after activities, and the children respond appropriately to this. Most children's confidence and self-respect are developing steadily and staff help them to develop a sense of what is right and what is wrong. Generally, children's behaviour is satisfactory and they play and work together appropriately. They begin to take turns when sharing resources and they generally handle books and equipment with care and respect. They show interest for very brief periods of time and most try to concentrate when working in a group with an adult or at a task independently. However, on occasions, a few children display unacceptable behaviour, which is nevertheless controlled appropriately by staff, but it disrupts the flow of lessons and slows the pace of learning. Children are provided with sound opportunities to develop and express a range of feelings. Relationships between the staff and the children are often good and the children enjoy coming to school and participate willingly in the wide range of activities provided.

#### **Communication, language and literacy**

65. Nearly all children are unlikely to achieve the expected goals in this area by the time they enter Year 1 although a few are likely to. Standards are well below those expected, in spite of the sound progress in learning, due to the children's very low starting point on entry to the nursery. Staff provide a good range of opportunities for children to develop their speaking and listening skills and they are encouraged to use the correct language and to extend their vocabulary through all activities. Most children participate happily in role-play but their communication skills are very weak, with speech often poorly formed amongst the youngest nursery-aged children. Older children, however, learn to speak clearly and confidently in sentences, and virtually all the children enjoy listening to stories. They respond with quiet interest to questions used effectively by the teacher to get them to think about what has happened in a story and what is likely to happen next. Staff provide children with daily opportunities to 'read' and enjoy books together. A few of

the oldest children know that words and pictures carry meaning and how to handle books correctly. Many are beginning to develop useful strategies when looking at books, such as picture clues and letter sounds, and with help make some attempts at reading simple repetitive words. Through the shared reading of big books such as *'Threadbear'*, children learn to understand terms such as 'title' and 'front cover'. Sound opportunities are provided for them to begin to develop their writing skills. Many know how to hold a pencil correctly and are developing increasing control over it. Most children know how to form a few letters correctly and know some letter sounds. Writing tables are provided appropriately where children go to 'write' letters. They enjoy making marks on paper, and their attempts are suitably praised and proudly displayed, which encourages them further. A few children can write their names independently, with appropriate use of lower-case letters, but many struggle. Children with special educational needs and the less capable children receive caring support and this helps them to make progress in line with their classmates. Children are taught a range of songs and rhymes, and this assists them in associating sounds with patterns in rhymes and letters in words. The teaching of language and literacy skills is satisfactory and results in sound learning taking place.

### **Mathematical development**

66. Most children are unlikely to attain the expected goals in this area by the end of their reception year, and standards are well below those of other schools. However, children of all abilities make sound progress because an appropriate emphasis is placed on the teaching of number skills through a range of practical activities, songs and games. Through these activities children are beginning to develop an early understanding of terms like 'more' and 'less' and to tackle simple problem-solving activities. Routine activities are used well to support skills, such as counting the number of children at registration time. Most can count up to 5 by the end of the reception year and some can count beyond this. A few children have a secure understanding of how to add numbers together by combining two digits, and they know that 'and', 'make' and 'altogether' involve addition. Through sand and water play activities, children are developing an early understanding of capacity and are starting to use and understand terms such as 'full' and 'empty'. The quality of teaching for children's mathematical development is sound. Regular opportunities are provided for them to sort, match and order objects and to recreate simple patterns. Some recognise and know the names of simple two-dimensional shapes such as circles and squares, but many do not recall information readily. Through the purposeful play activities provided, children make sound progress in all aspects of mathematics.

### **Knowledge and understanding of the world**

67. The majority of children achieve the expected standard by the time they enter Year 1. Topics and themes are planned appropriately and linked to the expected goals for learning. Children's experiences are broadened by visits around the local area and sometimes further afield. Children are able to observe the changes that take place in the natural environment during the year. There is a suitable range of construction kits, tools and materials and children learn appropriate techniques to enable them to develop their designing and making skills. Children have on-going opportunities to develop their understanding of information and communication technology. Their computer skills, such as controlling the mouse, are developing. Children enjoy talking about past and present events in their lives and through this are beginning to develop an understanding of the passage of time. The quality of teaching is satisfactory and children develop their knowledge and understanding of the world appropriately throughout the reception year. Suitable opportunities are provided for children to undertake simple investigations; for example, investigating the sounds outside and describing them in simple terms. Children begin to develop a satisfactory understanding of their own culture and beliefs and those of others. Colourful displays of objects related to festivals such as Chinese New Year help to increase children's multicultural awareness. Staff provide children with an environment that has a satisfactory range of activities both inside and outside that attract their curiosity and interest. They make appropriate use of questioning to encourage children to think about how and why things happen and provide them with many first-hand experiences, such as discussions about how to look after a newborn baby.

### **Physical development**

68. Most children attain the expected levels for physical development by the time they start Year 1. The safe and suitably equipped outside area is used well to enable children to have daily opportunities to play. They move confidently and manoeuvre a variety of wheeled toys with satisfactory control and without bumping into each other. They have regular opportunities to use a range of small equipment to develop skills such as throwing and catching. Adults ensure that children are aware of the need to manoeuvre around each other carefully when playing. They give plenty of encouragement to the children who are keen to participate. Most respond enthusiastically to the teacher's instructions. However, some become over-excited and when this happens it disrupts the learning of the majority because the teacher has to spend inordinate amounts of time dealing with individuals. Nevertheless, learning support staff are quick to act, and they make a strong contribution to children's learning and pastoral support. Most children are able to find a space and to move confidently and imaginatively in a variety of ways. A suitable selection of large apparatus enables children to develop their balancing and climbing skills. Staff provide sound opportunities for children to develop their manipulative skills and children use scissors, pencils, crayons, paintbrushes and small construction equipment with increasing precision and control.

### **Creative development**

69. Children are given suitable opportunities to use a variety of equipment and materials to develop their creative skills and attain the expected goals before they enter Year 1. The teaching of this area of learning is satisfactory and the children make sound progress. They enjoy drawing and painting and like exploring the effects of colour on paper. They make sound attempts at drawing pictures of things they see and use a variety of malleable materials to create three-dimensional objects and figures. They enjoy singing and know a few singing rhymes by heart. Teaching ensures that children have appropriate opportunities to take part in creative and structured play that develops their imagination appropriately. For example, related to their study in language and literacy, children enjoy the story of *'The Three Little Wolves and the Big, Bad Pig'*, joining in with enthusiasm when asked to do so. Children are encouraged to listen to music, which effectively supports their cultural development.

### **ENGLISH**

70. Standards of work in Year 2 and 6 are well below those seen nationally. Given pupils' low starting point, achievement in reading and writing is broadly satisfactory throughout the school. There are some positive developments in pupils' attitudes to literacy. This includes some of the boys in Year 6 who now write with some pleasing, imaginative qualities. The subject leader has worked hard to implement the national literacy strategy in the school. She recognises the need to tackle the basic skills of reading and writing from the earliest opportunity so that pupils get off to a good start.
71. Standards in speaking are below average. Pupils make steady progress throughout the school, achieving more when teachers provide pupils with opportunities for discussion and to rehearse what they might say. This is done well in Year 1. In most lessons, pupils use a limited vocabulary. Teachers seek to extend this by using a range of technical language in the subjects pupils learn about. Listening skills are variable, though better when lessons are vibrant and interesting.
72. Reading standards are well below average throughout the school but the emphasis on reading, which has been in place for more than a year, is beginning to pay off. Many of the pupils are enthusiastic about the stories they encounter. Some pupils eagerly share them with adults from the local business partnership. Most pupils take books home and some have good support - seen in their reading diaries. Where teachers read with pupils, these sessions are usually of sound quality but some are better than this and provide a higher level of challenge. Most of the pupils know how to find information in a range of non-fiction books and understand the contents and index pages. Some pupils with close to average reading skills read aloud with expression

and pleasure. These pupils find it hard to explain the effects of simple punctuation marks such as exclamation marks.

73. Pupils in Years 3 – 6 learn to use a thesaurus and a glossary (and do so for their own writing). The school has dealt successfully with the need to develop reading for pleasure. In many of the sessions seen, particularly in Years 2 and 4, pupils browse, read at length and share books with each other. Many of the pupils in Year 6 savour the rich ‘golden phrases’ they locate as they read together. Some of the extensive and rich texts used in lessons are helping to lever up pupils’ reading for understanding. In one example, pupils studied ghostly settings in stories and had collated a remarkable bank of phrases gathered from classics, poetry and other texts. As a result of this work, pupils are learning how to gauge the intentions of an author by examining the effect that key words and phrases have on the reader. From probing the features of ghost stories, Year 6 pupils noted, ‘*There are unanswered questions in these stories that build up to create fear and suspense*’. This demonstrates that achievement is rising and indicates where the quality of teaching in the school is at its best. The high proportion of pupils (over half) who remain significantly hampered by poor basic reading skills means that they are unlikely to meet national expectations in national tests.
74. Despite additional catch-up activities, there is more to be done. For example, there is no consistent planning to ensure that phonic skills are taught rigorously enough – the current one lesson a week in Years 1 – 2 is not effective enough to enable pupils to use these skills as they read for themselves.
75. Writing standards are well below average overall. The school has started to examine the factors that limit pupils’ attainment. One notable development in writing is the good use of high quality books, extracts and longer texts to teach key features of writing narrative and information. Although this approach is beginning to be used across the school, influenced by the two key teachers (one of whom is the subject leader) the impact is variable across classes and year groups. There is much to be done to tackle significant weaknesses in pupils’ writing, despite the additional sessions in place to extend the range of opportunities for pupils to write:
- The standards in handwriting are inconsistent across the school, and much of it is unsatisfactory.
  - The presentation of pupils’ work is not good enough and adversely affects pupils’ self-esteem. There are no common expectations of how work should be set out in other subjects as in English.
  - Many of the boys are not achieving as well as they might, particularly in writing.
  - Although writing is developed well in history and geography, there is no systematic plan to practise literacy skills taught in the range of other subjects.
76. The quality of teaching is satisfactory in the infant classes, and good in the juniors. In lessons seen, the range included some good and very good teaching. Lessons are based on the literacy hour format and are planned to provide sufficient progress for most of the pupils. However, not all lessons consistently challenge pupils with the potential to achieve more and computers are not used sufficiently to enhance learning. Although those with additional or different learning needs are well supported by adults and this brings a closer understanding of the main lesson intentions, teachers do not take enough account of pupils’ individual learning plans in the lessons. This reduces the progress that pupils make towards their targets.
77. Teachers have sound subject knowledge but overall there is no unified approach to the teaching of basic early literacy skills. The school intends to deal with this. These critical skills are the main reason that the standards in the subjects are too low. In general, teachers devise quite interesting activities and make efforts to attract all the pupils. However, the teaching of spelling is inconsistent. For example, it is robust in Years 1 – 2, but in one Year 3 class, the methods seen reinforced spellings that were wrong. They were not marked to correct poor spelling habits. Teachers take extra care to ensure that those pupils in the early stages of learning English as an additional language to their mother tongue are well supported, particularly in the early stages in acquiring key phrases that support learning. The specialist teaching for these pupils is especially

very good. In many of the lessons, classroom assistants contribute good support to the literacy lessons and to the extra, and valuable, sessions they lead. The quality of marking is uneven. Where good, it provides pupils with a clear insight into the next learning steps. At worst, there are cursory ticks and a 'good' comment where pupils have not achieved much at all.

78. In the good and very good teaching, achievement in lessons reflects this quality of teaching. For example, Year 1 pupils composed questions and answers about Humpty Dumpty's fall; one wrote: *'I had been working and I was tired'*, which indicates suitable achievement for these pupils.
79. Leadership is sound. The subject leader has the right priorities for the subject. She has worked hard and tackled the initial development steps in the subject with determination and commitment. Along with the perceptive support and hard work of a Year 1 teacher, the school is set to plan further action to improve standards. Rigorous use of information about the progress of all pupils, added to higher expectations of how much pupils can achieve, are already on the school agenda to raise standards. Pupils from the range of ethnic heritages make a similar rate of progress as others. There is no special provision for pupils who are gifted or talented.

## **MATHEMATICS**

80. Standards are well below average for pupils in Years 2 and 6. In Years 1 and 2, the emphasis is on number and algebra but pupils have very few opportunities to work on the other aspects of mathematics. Pupils recognise common two-dimensional shapes, such as triangles and squares, but work in their books shows very little evidence of work on shapes and measures. The aspects of shape, space and measures are covered more in Years 3 to 6 but there is very little evidence of data handling. Pupils' science books show some evidence that they use charts and tables to present their work. This was less evident in other year groups and the school recognises that this aspect of mathematics is in need of development.
81. By the end of Year 2 most pupils do not have a secure understanding of place value to 100. The more able pupils add two digit numbers whilst the average and lower attaining pupils work on adding single digit numbers. Pupils begin to partition numbers to add them mentally, for example when adding 20 and 13, they realise that they can quickly add 10, 10, 10 and 3. Many of the lower attaining pupils still need to use blocks and number lines to perform addition and subtraction problems. More able pupils are beginning to grasp the concept of division though they are uncertain about remainders. Year 1 pupils are also working on their understanding of place value. They recognise that 34 is thirty plus four. However they do not have well-developed strategies for solving number problems. Work in pupils' books shows that their progress over time is slower than it should be.
82. The higher attaining pupils in Year 6 are achieving well. They are able to solve mathematical problems quickly in their heads. They quickly and accurately halve decimal numbers to two decimal places. They show good understanding of how to measure angles and are mostly accurate in their measurements. When estimating the size of angles they use their knowledge of right angles and most estimates are within 10 to 15 degrees. However, the lower attaining pupils find mathematics much more challenging. They know that the angles of any triangle add up 180 degrees but many find it difficult to work out the size of an angle when given the other two. When given the size of only one angle of a right-angled triangle (they know that a right angle is 90 degrees) they find it very hard to calculate the third.
83. In Years 3 to 6, work in pupils' books shows a limited range of work. The work in Year 5 does not show enough progression and is very similar to the range of work covered in Year 4. In a good Year 4 lesson, pupils were fascinated to learn a new method of multiplying two digit numbers using their knowledge of halving and doubling. Pupils in Year 5 work on estimating the weights of different vegetables. They use the scales confidently but become confused when using scales with both metric and imperial measures.
84. The quality of teaching is satisfactory in the infants, and good in the junior classes. There are several teachers new to the school and some of the teaching observed was good. However these

developments have not been in place long enough to have had a significant impact on pupils' attainment. Whilst learning was good in some of the lessons observed, pupils' progress over time is unsatisfactory. Teachers have a secure understanding of the National Numeracy Strategy and implement it effectively. The additional strategies to support lower attaining pupils are also in place. Teachers are concerned to develop pupils' skills in mental calculation. They use mathematical language well but not all of them encourage pupils to explain the strategies they use to solve problems. Teachers encourage pupils to use the correct mathematical vocabulary. In Years 3 to 6 pupils are set for mathematics. This helps to provide for pupils with different learning needs. Pupils with special educational needs and those for whom English is an additional language make the same rate of progress as their peers. Teachers explain the focus of the lessons well and review learning well at the end of lessons. This helps pupils to understand their learning. Teachers make good use of questions to check pupils' understanding. Pupils' work saved in computer files show that some mathematical skills are taught in lessons but this aspect of the subject is in need of further development.

85. The subject leader for mathematics has held this post for just over a year. She has led the development of the new policy for mathematics and adapted some materials to support the numeracy strategy. Procedures for assessing pupils' progress are in place and used to set targets for groups and individuals. However, the school is only just beginning use the assessments to track pupils' progress. The subject leader has observed colleagues teaching and also monitors pupils' work in books. She has made an effective start to her role.

## **SCIENCE**

86. Standards in Year 2 are well below those expected nationally. Standards in Year 6 remain below the average but they are moving closer to the national expectations. Most pupils make satisfactory progress but the improvement made by boys is generally less than that of the girls. Many classes have high numbers of pupils with learning difficulties and these make progress at the same rate as their classmates as do the pupils who speak English as an additional language. The more capable pupils, however, are not improving as quickly as they could and this is often because the work set for them is not demanding enough.
87. In Years 1 and 2, pupils learn about similarities and differences in living things and they can observe and listen carefully. For example, pupils in Year 1 were given opportunities to record different noises around the school. These were then brought back for the rest of the class to identify. Pupils in Year 2 know about electricity and circuits and they know that a complete circuit is necessary to light a bulb. In Years 3 to 6 the pupils know about the need for a healthy and varied diet and about the importance of a balanced diet. The pupils in Year 3 categorised foods into those rarely, sometimes, and often eaten. In Year 4, pupils were learning about materials and used scientific terms such as 'particles' and 'viscosity' accurately. In Year 6, the pupils were beginning to understand habitats and the interdependence of plants and animals. Many talk with enthusiasm about their science work but they do not remember much of what they have been taught. Opportunities for pupils to investigate and experiment are provided but poor writing and recording skills inhibit the progress they make. Some pupils can describe a fair test but few can actually carry it out in their class work.
88. The overall quality of teaching is satisfactory. During the inspection the quality varied from good to unsatisfactory. In the successful lessons the planning and preparation were suitable for the pupils and the lessons had clear learning targets that were shared with the class. Teachers had confident subject knowledge and delivered the lessons in an interesting and stimulating way. They ask probing questions to check how well pupils have understood and keep a brisk pace to the lessons so that pupils remain interested and their learning is moved on. These lessons are well organised and the relationships between pupils and teachers are positive and encouraging. Classroom assistants are used well to help pupils who are experiencing difficulties or to teach small groups. They are always well briefed and prepared and make an important contribution to the pupils' learning. In the less effective lessons the disruptive behaviour of some pupils was not well managed and they were allowed to become very unsettled. They lacked concentration and

often disrupted the learning taking place. In one or two instances a small group, who are not motivated to learn, are having a disproportionate impact on the progress of others.

89. In the majority of lessons teachers' planning is satisfactory and lessons are well prepared. They make good use of scientific language and encourage pupils to do the same, and thus help to improve their literacy skills. The pupils practise their numeracy and computer skills in science lessons, but these opportunities are less frequent and often the tasks provided do not extend their learning. The work is regularly marked and positive comments are often included but these do not always indicate what needs to be done in order to improve.
90. The co-ordinator has recently taken up the post and the quality of leadership provided is satisfactory. She has been successful in ensuring that the National Curriculum is properly covered and has correctly identified where the subject needs to develop. These include improving standards and adopting a more rigorous approach to monitoring and assessments. The regular checks teachers make on how well the pupils are learning are not used to decide what to teach next and there is no specific guidance on the levelling of pupils' work. This often leads to inconsistencies in the way teachers judge what pupils know understand and can do.

## **ART AND DESIGN**

91. Standards match those expected nationally in Years 2 and 6. This represents broadly average progress since the start of Year 1. However, there is no subject leader currently, and this is unsatisfactory because it affects the development of the subject and teaching is not monitored closely enough.
92. In Years 1 and 2, pupils experience a wide variety of media. Using a range of different starting points, they explore with charcoal, paint and pencil, and engage in two- and three-dimensional work with enthusiasm. In one instance, Year 1 and 2 pupils drew pictures in the style of the artist Lowry. Black and white charcoal figures and buildings showed good exploration of the lines and smudges they observed. Generally, sound teaching and learning ensure a growing understanding of the traditions, features and qualities of the subject because teachers make strong links with design technology. Teachers use lots of questions and discussion to widen pupils' awareness and interest in patterns, colour and objects from different traditions, but computers are under-used to support learning.
93. In Years 3 to 6 pupils show a sound knowledge of the artists and techniques they study. The work of Year 6 pupils indicates that they can compare and comment on artistic styles and images they encounter in their studies. For example, they described their reactions to the work of the artist Pablo Picasso's painting '*The Woman Weeping*'. Many pupils are beginning to understand that an artist's work germinates as a result of the much observation and detailed drawing. Some good teaching enables pupils to focus on such sensitive pattern, shape and line by using an enlarged section of the same picture to repeat and make their own. Although some of the pupils find it hard to settle and work confidently, many of them enjoy the opportunity to experience such a fine technique. Discussion with pupils in Year 6 indicates that they have a widening knowledge of the rich London heritage in art. The many visits to galleries and museums imbue an awareness of this wealth of artistic splendour and diversity of culture. These visits extend the range of first-hand experiences for all pupils and bring an understanding of the richness of the subject that may stay with them for life. Pupils with a talent for the subject are encouraged improve on their techniques further, often with adult prompts and encouragement. Those who find the subject difficult get extra support. Pupils with additional or different needs make sound progress overall because there is good support from learning assistants. Learning in lessons is stronger when is designed to lift the standard of their speaking skills and use of language.
94. When teachers introduce new ideas, the creative tasks they plan generally suit the way the pupils learn best. Overall the quality of teaching is sound. Although pupils are delighted in the experience provided, their skills are variable and teachers do not always extend or refine existing techniques. For example, when making clay pots, some pupils achieved better than others

because the teaching knowledge was greater in the subject. Generally, teachers find imaginative ways to get pupils to enjoy the subject. They check how much pupils learn in lessons, taking special care to ensure that those pupils, who have English as an additional language to their mother tongue, gain much from each lesson in this expressive medium. Pupils know what is expected. There are close working links between subjects such as history and design work and this means that teaching plans assure a balanced curriculum that is relevant to pupils' lives.

## DESIGN AND TECHNOLOGY

95. No lessons were observed during the course of the inspection. From the evidence of pupils' work and in discussions with the new subject leader and pupils in Year 6, it is evident that standards throughout the school are in line with those found nationally and that pupils achieve well. The wealth of pupils' work indicates that the quality of teaching is good and consistently so across the year groups.
96. Satisfactory work by the subject leader is ensuring that resources match the activities planned. The school has not streamlined the approach to planning and designing across the school yet but this is underway. It has not adversely affected the quality of pupils' work. Teachers focus pupils on discussion and the sharing of ideas so that they can adjust designs and explore materials. This assures that limited literacy skills are not a barrier to achievement and pleasure in this subject. This approach significantly benefits learning. By testing their products, pupils check how successful they have been.
97. Most pupils understand how designs help to clarify the making process. The wealth of work seen around the school and described by pupils includes 'homes for dinosaurs' in Year 1 and some ingenious ways to make a picture-house stand up. Measures of suitability ensured that the homes *'had to keep the dinosaur warm and sheltered'*. Although the subject was not planned to be taught in Year 2 during the week of the inspection, discussions show that these pupils have a clear understanding of why it is important to plan before making.
98. Year 6 pupils understand that design ideas are moved on from the initial stage through the sequence of making, modifying and adjusting. The projects they undertake develop an understanding of the properties and suitability of different materials for the products they make. Year 6 pupils explained how their 'balloon buggies' were tested for strength and durability *'...some roofs cracked... but still were stable'*. One child particularly admired the ingenuity of another, who used a laminate material to create a 'see-through front' to the buggy. The spirit of competition and generosity was apparent as pupils considered successful qualities. This achievement is because teachers compensate for the use of literacy skills in the process. However, computers are not used as well as they might be.

## GEOGRAPHY

99. Standards are in line with those expected of pupils in Years 2 and 6 nationally. Pupils' achievement is satisfactory across the school. There are no significant variations in standards achieved by pupils in relation to ethnicity and gender. Pupils with special educational needs are supported satisfactorily by teachers and support staff. As a result, they make sound progress. The standards achieved by pupils learning English as an additional language are similar to those of other pupils of their age.
100. Pupils' knowledge and understanding are satisfactory in the infant classes. By Year 2, they are able to talk about some of the physical and human features of local places, for example Stains Road and Grove Village. Pupils express views on these two places as they discuss what they like or do not like about them. This is as a result of the school's good provision for visits to explore the local environment. Pupils' map skills are satisfactory, and they make good use of geographical terms such as left, right and forwards for directions when they talk about getting from one place to another. Pupils know the names of the town and the country they live in, with the higher and average attainers having some knowledge of the countries in the United Kingdom.
101. Pupils in the junior-age classes make satisfactory progress. For example, in Year 3, they begin to interpret plans and use them to get from one place to another. In Year 5, pupils show sound understanding of the main features of Bedfont as they compare them with those of Cairo both orally and in writing. In Year 6, pupils have not carried out much work in geography so far this year because of the way the subject is timetabled. However, as a result of the work done last year, they are able to recall and talk about the major physical and human features of their locality

in detail and with confidence. They demonstrate sound knowledge and understanding of the effect of these features on the lifestyles of its residents. Pupils express views on their locality, and can suggest some improvements to it that would benefit its residents. Pupils are also able to compare and contrast features of their locality with those of Egypt, which they have studied in the past. They demonstrate sound understanding of geographical terms, particularly those related to rivers such as 'meander', 'mouth' and 'source'.

102. The quality of teaching and learning is satisfactory overall. It is sometimes good or very good. Teachers' subject knowledge is secure and they plan lessons well. By matching work to pupils' needs and with good support from learning support assistants, teachers are able to involve pupils in learning. They spread their questions well across the class to ensure that pupils with special educational needs and those learning English as an additional language are not left out. In the best lessons, teachers' instructions and explanations are particularly clear, and questions are used effectively to check and extend pupils' learning. Expectations are high and teaching proceeds at a good pace. Through enthusiastic teaching, and the use of a range of practical activities, which are well structured, teachers are able to sustain pupils' interest so that they are focused and learn well. Most of these features were particularly seen in a very good Year 4 lesson on the location and use of co-ordinates. The teacher took the pupils carefully through the objective of the lesson, and the associated technical vocabulary both of which were displayed clearly on the board. This was followed by the teacher making very good use of resources, including a grid drawn on an overhead transparency, a poster and a map by asking pupils a range of questions on them to check their understanding of coordinates and clarify any misunderstandings. There were very good opportunities for pupils to come to the front of the class to share their understanding of locating and plotting coordinates throughout the lesson. During independent work, pupils enjoyed playing a game in pairs, which helped them to make very good progress in their understanding and consolidation of co-ordinates. There are no major weaknesses in teaching. However, teachers sometimes introduce too many ideas too quickly which confuses pupils and some lessons are over-dominated by teachers when they talk for too long, thus limiting pupils' opportunities to contribute.
103. The two co-ordinators, who have joint responsibility for the management of the subject, have recently produced a good scheme of work which supports planning well. They have a clear action plan to address the weaknesses in the subject which include the updating of the subject policy, and putting into place the arrangements for assessment and the monitoring of teaching. The school makes good use of visits and the local environment to enhance the curriculum. The subject is enriched by a good range of displays. The use of information and communication technology is satisfactory, with pupils making appropriate use of the Internet and word processing packages.

## **HISTORY**

104. Owing to the school's timetabling arrangements for teaching history, it was possible to see only three lessons – one in Year 6, and two in Year 1. Analysis of pupils' previous work, planning, and discussions with the school and pupils provided further evidence. This evidence indicates that standards are in line with what is expected of pupils in Years 2 and 6. Pupils' achievement is satisfactory across the school. There are no significant variations in standards achieved by pupils in relation to ethnicity and gender. Pupils with special educational needs are supported satisfactorily by teachers and support staff. As a result, they make sound progress. The standards achieved by pupils learning English as an additional language are similar to those of other pupils of their age.
105. Pupils in Year 1 make a sound start in history. They are able to identify differences between old and new objects, and begin to talk about how old objects have changed over time. Opportunities for observing and handling of artefacts from Victorian times such as a dolly peg, a spit iron and a carpet beater, and their modern-day equivalents are helping to make history alive for them. By Year 2, pupils demonstrate satisfactory understanding and knowledge of aspects of the past beyond living memory as, for example, they talk about the lives of Mary Jane Seacole and

Florence Nightingale. They begin to recognise why people in the past acted in the ways they did as they answer questions such as, *'What did Mary Jane Seacole and Florence Nightingale do? Why did they do that?'* They use timelines and simple terms about the passing

of such as now, a long time ago, and in the past which is helping them to develop an emerging sense of chronology. Pupils give sources of information such as museums, books and pictures, which can be used to study the past.

106. Pupils make satisfactory progress in Years 3 to 6. For example, in Year 4, they show a sound understanding of the way of life of the Ancient Greeks. As part of their study of the Tudors and the Ancient Egyptians, Year 5 pupils are able to place both periods within a chronological framework. They demonstrate a sound knowledge of historical events, particularly during the time of Henry VIII. By Year 6, pupils demonstrate sound knowledge and understanding of the topics they have studied in the past, for example the Romans, the Tudors and the Victorians. They know that history can be divided into periods of time, and can identify similarities and differences between them as, for example, they compare Victorian and modern schools. Most pupils use technical terms in history such as 'BC', 'AD', 'century' and 'decade' with confidence, and have a sound sense of chronology. They are able to give some reasons for, and the results of, historical events. They are able to empathise with the lives of people during the depression in the 1930s. In their current work, pupils make appropriate use of primary sources of information as they investigate what their school was like when it opened in the 1950s. There is good use dates and maps in pupils' work to help them understand the location of historical events in time and place.
107. The quality of teaching and learning is satisfactory overall, and occasionally good. Teachers have a secure knowledge of the subject, and they plan lessons well. Their questions and explanations are clear as a result of which pupils know clearly what is expected of them. Features of good teaching include good planning and resources that take into account the needs of all pupils, and the sharing of intended learning explicitly at the beginning of lesson. In addition, very clear questions and explanations, and a well-structured approach to teaching enables pupils to be involved actively at every step of learning. These features enable pupils to work at a good pace and improve their quality of learning. The pace of work in lessons is good overall but sometimes it slows down when teachers are not able to sustain pupils' interest throughout the lesson.
108. Leadership and management are satisfactory. The co-ordinators have a clear action plan to address the weaknesses in the subject, which include the review of the policy and developing the use of assessment and the monitoring of teaching. A good range of visits to museums enhances the curriculum and displays include good pieces of extended writing and art work. The use of computers is satisfactory, with pupils making appropriate use of the Internet and word processing.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

109. Standards are in line with those expected nationally. The pupils with learning difficulties and those who speak English as an additional language make similar progress to their classmates. Most are making satisfactory progress in relation to their prior attainment, and in some instances the progress is good. For example, the good keyboard skills shown by a few pupils with specified needs enabled them to enter text with both hands at an acceptable speed.
110. In Year 2, pupils are aware of most functions for inputting and editing text. They have satisfactory keyboard skills and mouse control. Some appreciated that using the computer makes it easy to correct mistakes and they can complete short word processing tasks. Work saved in their individual folders shows that they can make corrections and use capital letters and can carry out simple editing tasks to change the appearance of text. In one good lesson the pupils showed that they were aware of the use of technology in every day life and knew that some objects need to be programmed in order to make them work. Many were able to input information accurately into the programmable toy and traced out a square on the floor. They demonstrated good recall of functions and knew that correctly sequencing the information was essential for success.

111. By the end of Year 6, the pupils can log onto the Internet using an appropriate search engine and can access and transfer pages to their own work folder and retrieve them at a later date. They can design multi-media pages and there are very good examples saved in pupils' folders showing an original design for the front page of a report on bullying prepared by the school council. Folders also contain a little evidence of how pupils are applying their knowledge in other subjects. For example, 'the formula = sum (A7/C7)' was noted in a spreadsheet and in Year 4, pupils have used Granada Counters to draw pie charts. In one Year 5 lesson, the pupils showed that they could move, rotate and re-size graphics on a page and could use geometric tools to create objects and shapes. In general, however, information and communication technology is not used sufficiently well to support learning in other subjects.
112. The quality of teaching and learning is good, and occasionally very good. The best teaching has clear outcomes and staff have confident subject knowledge and good understanding of the software packages used. Step-by-step demonstrations of the software are used well and the 'locking' feature in the computer suite enables pupils to follow more easily and helps the teachers to maximise learning opportunities. For example, in one lesson the teacher was able to demonstrate quickly the procedures pupils needed to follow in order to access the 'Enchanted Learning Site'. Opportunities were taken to extend relevant vocabulary and the pupils used technical language confidently. They were aware of the importance of 'copyright' and could maximise and minimise screens with ease. In these lessons pupils worked independently and often tried to tackle difficult problems before calling on the teacher or classroom assistant.
113. The quality of planning is satisfactory throughout the school and the long-term plan ensures that there is continuity from one year to the next. Medium-term plans are based on national guidelines that are then adapted to suit the needs of particular groups. Currently there is no agreed format for day-to-day planning and in some instances the learning is not matched to the needs of all pupils.
114. The current co-ordinator is having a positive impact on the standards in information and communication technology. He is knowledgeable and enthusiastic about the subject and has prepared a detailed and appropriate development plan, which is supported by a more detailed list of actions to be taken in the short-term. The policy statement is adequate and includes guidance in regard to Internet safety and there are appropriate procedures in place to check all necessary licences. Government funded training has been completed by all teachers but the co-ordinator judged this to be generally unsuccessful, primarily because of the appointment of new staff and because the training provider was not flexible enough to accommodate the needs of the school. Most of the National Curriculum is now properly covered, and control and sensor equipment has been purchased to extend the work further. There is no formal system to monitor the quality of teaching or to record how well pupils are learning but teachers' planning is regularly checked and the co-ordinator teaches demonstration lessons to help other teachers.

## **MUSIC**

115. By the end of Year 2 and Year 6, standards are below those expected nationally. This is mainly due to teachers' lack of confidence and not enough time allocated to the subject. In Years 1 and 2, music is taught by class teachers. In Years 2 to 6 a part-time instructor takes music lessons. The instructor also takes singing sessions with Year 1 and 2. However, teaching is unsatisfactory overall, and there are several weaknesses for the school to rectify relating to the management and monitoring of the subject.
116. In Year 2, pupils had previously watched a video of Prokofiev's *Peter and the Wolf*. They talked about the different instruments that the composer used to represent different characters. They then chose different percussion instruments to represent characters in the story of Cinderella. This linked well to their work in literacy. However, the lesson was too short for pupils to practise with different instruments to build up a sound picture of scenes from the Cinderella story. Whilst

the teacher planned to continue this in the following week's lesson, this was frustrating for these young pupils who were keen to explore the instruments.

117. In Years 3 to 6 music lessons are taught by a part-time instructor. Part of each lesson is devoted to practising songs for assembly. This means that the time available for music teaching is limited and is not enough to allow all aspects of the programme of study to be taught effectively. This means that pupils' achievement in music is below that expected for their age. Singing is taught satisfactorily. In lessons and in assemblies pupils sing tunefully with a good sense of rhythm. However, there are very few opportunities for pupils to develop their composition skills. Pupils are not given the opportunity to use instruments in groups to investigate and explore musical ideas. Pupils do not record their musical ideas in either graphic form or using musical notation. There is no use of information and communication technology in music.
118. As there is no co-ordinator for music, the headteacher has oversight of the subject. Music features in the school development plan for the next term. There has been no monitoring of the teaching of music. The instructor uses elements of a published scheme of work but there is no comprehensive scheme of work that would support teachers who lack confidence or subject knowledge in music. Procedures for assessing pupils' progress in music are unsatisfactory.

## **PHYSICAL EDUCATION**

119. Standards match those expected nationally in Year 2 and Year 6, and pupils achieve appropriately according to their capabilities. Pupils in Year 6 work hard at practising tennis and football skills. They learn the rules of the games and work with energy and enthusiasm. In their tennis lesson, pupils practised using the correct racquet grip and worked hard at developing their serving technique. A small number of pupils have attended after school short tennis coaching and their skills are considerably better than those of pupils who have not attended this provision. Year 5 pupils greatly enjoyed their lesson from a visiting cricket coach. They developed their throwing and catching skills well. A small number of pupils have very good hand and eye co-ordination as shown in their batting skills. Pupils in Year 4 practise their throwing skills. In the hall they play a team game, scoring points for throwing a beanbag accurately at a target. More points are won by hitting the targets further away. Year 3 pupils greatly enjoy their country-dancing lesson. They move with agility showing good awareness of others and remembering the different movements for the dance.
120. In Years 1 and 2, pupils roll, jump and balance with agility. They show good control over their movements. Pupils work well in pairs to develop a sequence of movements. Swimming is taught to pupils in Year 4. Timetable arrangements meant that this was not observed during the inspection. Teachers report that the majority of pupils can swim 25 metres by the time they leave the school, which matches the national expectation.
121. Teaching is satisfactory in the infants, and good in the juniors. In most lessons, teachers set clear learning objectives that they discuss with pupils. Instructions and effective questions are underpinned by secure and, sometimes, good subject knowledge. Teachers' demonstrations support pupils' learning and most pupils take care to remind each other of the safety features necessary in gymnastics lessons. Pupils are encouraged to evaluate their own performance and that of others. They work with energy and enthusiasm in lessons. They are well behaved and collaborate well in pairs or small groups, showing positive attitudes to teamwork and sportsmanship. As a result they make satisfactory progress and achieve appropriately in individual and group work. In the lesson taken by a professional cricket coach, progress is good. Pupils with special educational needs and those for whom English is an additional language also make satisfactory progress.
122. The subject is managed satisfactorily, and a good range of extra-curricular activities enriches the curriculum. The school takes advantage of teaching from professional cricket and football coaches. Pupils enthusiastically take part in a dance club, football and netball clubs. Parents pay for their children to take part in extra-curricular short tennis and karate clubs. The

gymnastics club is particularly successful and the boys' team has been selected to represent the London area in a forthcoming gymnastics competition.

## **RELIGIOUS EDUCATION**

123. By the end of Year 2 and Year 6, standards broadly match the requirements of the locally agreed syllabus. Pupils, including those with learning difficulties and those who speak English as an additional language make satisfactory progress throughout the school.
124. Pupils in Year 2 recall some of the stories told by Jesus and some of the events in his life. They understand that, for Christians, Jesus is the light of the world and they can retell aspects of the Easter Story with a high degree of accuracy. They know that different faiths have 'special places' and link their own experiences and celebrations to churches. They know that children and adults join some churches through baptism. At times, however, they do not produce enough work and insufficient attention is paid to the quality of presentation.
125. By the end of Year 6, they understand more about the Bible and its contents. They compare creation stories from different religions. They know something of the beginnings of other religions and are introduced to Hinduism, Islam, and Judaism, Buddhist traditions as well as the Christian faith. In one good lesson in Year 4 the pupils were fascinated by Jewish artefacts and by the rules of the Torah. In another Year 3 lesson the pupils became immersed in learning the main parts of a Hindu wedding that enabled them to develop a better understanding of the reasons why people behave in particular ways. They can recall many facts about what they have studied and they have a good understanding of the need to acknowledge and respect different faiths. In some instances the pupils showed that they were learning from religious education. For example, in a good Year 6 lesson the pupils were given different paintings of Jesus and asked to discuss the impression they gained about him from each painting. They responded well, showing a good understanding of the feelings and emotions of others. Most pupils, however, are still at the level of learning 'about religion' but by discussing ideas such as faith, light, dark and life journeys they are developing a satisfactory understanding of religion and the questions it attempts to answer.
126. The quality of teaching and learning is good overall, and never less than satisfactory. Teachers have high expectations of pupils and the activities selected are prepared to suit different abilities within the class. Lessons have a clear purpose that is shared with the pupils. Older pupils are provided with good opportunities to develop their literacy skills, and there are good opportunities to develop speaking and listening. During discussion periods the teachers ask good probing questions that help the pupils to extend their thinking. Less effective aspects are caused by the pupils' weak literacy and recording skills, resulting in limited learning. Teachers' knowledge is generally sound and the relationships within the lessons are always friendly and respectful. Behaviour is managed in a positive way and the pupils display good attitudes and are interested in the subject. They listen attentively to what the teacher is saying and to comments and observations made by their classmates. Long and medium-term planning is well organised and thorough. There is a clear sequence of work that is to be followed over the year and very detailed units of work, suitable for the older pupils, have been prepared. These provide real guidance for teachers and help them to prepare what they are going to teach. They make a significant contribution to the good teaching seen during the inspection.
127. The co-ordinator is knowledgeable and enthusiastic and provides satisfactory leadership for the subject. She has prepared detailed support materials linked to the agreed syllabus. There is little formal monitoring of the quality of teaching but planning is monitored on a weekly basis. Assessment procedures are not in place and limited use is made of information and communication technology. The range of books and other resources, such as videos, photographs, art packs and artefacts are generally adequate but those available for the younger pupils are out-dated. School and class assemblies make a contribution to the development of the subject by celebrating religious events such as the beginning of Lent.