

INSPECTION REPORT

HAMPTON HILL JUNIOR SCHOOL

Hampton Hill. Middlesex

LEA area: Richmond upon Thames

Unique reference number: 102886

Headteacher: Mr W K Jerman

Reporting inspector: Mr D Speakman
20086

Dates of inspection: 8th – 11th July 2002

Inspection number: 250245

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
School address:	St James's Avenue Hampton Hill Middlesex
Postcode:	TW12 1HW
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs R Craig
Date of previous inspection:	27 th April 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20086	D Speakman	Registered inspector	Mathematics, Design and technology.	What sort of school is it? The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
1305	B Rance	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
15023	A Haouas	Team inspector	English, Art and design, English as an additional language.	
18498	D Morris	Team inspector	Information and communication technology, Music.	Pupils' attitudes, values and personal development. How good are the curricular and other opportunities offered to pupils?
16930	J Plumb	Team inspector	Physical education, Religious education, Special educational needs, Equal opportunities.	
22704	G Williams	Team inspector	Science, Geography, History.	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hampton Hill Junior School caters for boys and girls aged between 7 and 11 years. The school is situated in Hampton Hill within the London Borough of Richmond. It has 361 pupils on roll and is bigger than most other junior schools. Just under two-thirds of the pupils come from within Hampton and Hampton Hill, and the remaining pupils come from neighbouring Nurserylands and Hanworth (Hounslow), where there are significant pockets of deprivation. The socio-economic circumstances of the pupils are above average. The school admits up to 90 pupils each year. The school is popular and is over-subscribed. Thirty-three per cent of pupils are on the school's register for special educational needs, which is above average. There are ten pupils with statements of special educational need and this is again an above average proportion. Most of the special needs relate to learning difficulties, but the school also caters for pupils with emotional and behavioural problems, speech and communication difficulties, dyspraxia and attention deficit disorders. Most of the pupils are from a White-UK origin but there is a small number of pupils from Black African, Indian, Pakistani, Chinese and from other minority ethnic groups. Two pupils are refugees. There are twenty-six pupils with English as an additional language, four of who receive additional support because they are at an early stage of acquiring the language. The proportion of pupils known to be eligible for free school meals is, at just under 10 per cent, below average. Attainment on entry to Year 3 is average. There have been some staff changes in the time since the last inspection; out of 22 full and part-time staff, 12 teachers are new to the school since then. Eight of these are full time members of staff. The deputy head teacher has also joined the school since the last inspection, as has the upper school co-ordinator.

HOW GOOD THE SCHOOL IS

This is a very good school. It provides a very good quality education and enables pupils to achieve well. The quality of leadership and management is very good overall and that of the headteacher, deputy headteacher and the governing body is excellent. Pupils make good progress throughout the school and achieve standards that are above average. They develop very good attitudes to their learning and behaviour is very good. Pupils' personal development and relationships are also very good. When the above factors are considered against the average cost of educating each pupil, the school provides good value for money.

What the school does well

- The quality of teaching is good and enables pupils to achieve well and attain above average standards.
- Provision for pupils' personal development is very good and supports their very good attitudes, behaviour and personal development.
- The curriculum is very good and there is excellent provision for extra-curricular activities.
- The levels of care shown for pupils, including assessment procedures and arrangements for monitoring of pupils' personal development, are very good.
- Leadership and management by the headteacher, the deputy headteacher and the governing body are excellent.

What could be improved

- Standards in information and communication technology and religious education.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made a good level of improvement since the previous inspection and in meeting the key issues raised. Of these, excellent progress has been made in assessment, very good progress in developing the curriculum and good progress in the monitoring of teaching. Although satisfactory progress has been made in the provision for the information and communication technology and the religious education curriculum, standards in these subjects remains an issue. Good standards have been maintained

in most other subjects. The quality of education is now very good, enabling pupils to continue to make good progress overall.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	B	B	B
mathematics	A	B	B	B
science	B	C	C	C

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

By the end of Year 6 results in the 2001 National Curriculum assessment tests in English and mathematics were above the national average and average in science. When compared to similar schools, comparisons remained the same. Results at the end of Year 6 kept pace with the national trend of improvement since 1998 and remained generally above average. The school achieved its targets in English in 2001 but fell short of the challenging target in mathematics. The target for mathematics in 2002 has been reduced and now seems more realistic. The inspection findings for this year's eleven-year-olds put their attainment in English and science at above average. Standards in mathematics are now well above average. Attainment in art and design and physical education is well above expectations and is above in design and technology and history. Standards in geography and music are in line with the national expectation at the end of Year 6, but they are below in information and communication technology and religious education. The achievement of pupils with special educational needs is good throughout the school because of the good support they receive. Those with English as an additional language also achieve well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes toward school and their work are very good. They enjoy school. In most lessons they show high levels of interest and are enthusiastic in their tasks.
Behaviour, in and out of classrooms	This is very good. The majority of pupils behave very well in lessons, assemblies and around the school. Pupils organise themselves with a minimum of fuss and bother.
Personal development and relationships	Pupils' personal development is very good. They become very responsible and reliable. Relationships between pupils and between pupils and adults are also very good. They co-operate very well with teachers and apply themselves to their work.
Attendance	Attendance is good; it is above the national average.

The school has maintained the very good attitudes, personal development and relationships seen at the time of the previous inspection. Pupils show high levels of interest and enjoyment in their work, and are able to work reliably without the direct supervision of the teacher. Most are very keen to answer questions and offer their opinions in discussion times. When given the opportunity to participate actively in their learning, pupils respond with maturity and care.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	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.

In over four-fifths of lessons the quality of teaching was good or better. In a third, teaching was very good, with four lessons being excellent. The quality of teaching in all but one lesson was satisfactory or better. Teaching in English is good and very good in mathematics. Both literacy and numeracy are taught effectively across a wide range of subjects. Very good assessment procedures are used well to ensure that all pupils are provided for appropriately. This enables all pupils to achieve well, feel confident and develop good attitudes. Teachers have very high expectations of their pupils and ensure that all groups of pupils make good progress. Teachers' management of pupils' behaviour is very good and supports the very good attitudes and behaviour that enable pupils' good quality of learning. Although teachers' knowledge and understanding of the subjects they teach is good, it is poor in religious education, but excellent in physical education.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of opportunities for learning provided by the school are very good. Excellent provision is made for pupils' personal, social and health education and an excellent range of extra-curricular activities is laid on.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is very good. Clear procedures are in place to support the identification and assessment of pupils. Individual education plans are carefully and thoughtfully prepared. The targets clearly identify the main priorities and teaching and assessment procedures are carefully arranged.
Provision for pupils with English as an additional language	This is good and enables these pupils to be fully included in all aspects of school life and make the same levels of progress as other pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is very good. It is very good for their moral and social development. Provision for their spiritual and cultural development is good.
How well the school cares for its pupils	The school cares very well for its pupils. The arrangements for the welfare, health and safety of all its pupils are very effective. Day-to-day personal support and guidance for pupils is also very good. Very good assessment procedures are used very effectively to ensure all pupils are provided with work of an appropriate level.

Parents' and carers' views of the school are very positive, they like the school and what it provides for their children.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	These are very good overall. The headteacher and deputy both provide excellent levels of leadership and management skills. They work very effectively with the senior managers, and together they have established an extremely clear vision regarding the development of the school. This is clearly communicated to, and shared by all members of staff.
How well the governors fulfil their responsibilities	Excellent. Governors are fully involved in the school. They are extremely conscientious, highly organised and fulfil statutory responsibilities.
The school's evaluation of its performance	This is very good. The headteacher, key staff and governors work very well together to identify the school's strengths and areas for development. The headteacher and deputy, rigorously monitor teaching, learning and standards. The monitoring of some subjects is not fully effective.
The strategic use of resources	The financial management of the school is excellent. The school takes great care to ensure that spending is targeted well and linked to priorities in the school improvement plan. Close monitoring of spending decisions reflects the very careful consideration given to the impact of financial commitments on standards so that best value is achieved.

The principles of best value are extremely well pursued in all aspects of the life of the school. Resources are satisfactory overall, but are insufficient in information and communication technology to effectively enable pupils to make satisfactory progress in this subject.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school and are making good progress. • Behaviour in school. • The quality of teaching. • Feeling comfortable about approaching school with questions or problems. • The school's expectation that pupils work hard. • The leadership and management of the school. • The school is helping children to become mature and responsible. 	<ul style="list-style-type: none"> • Homework. • Extra-curricular activities. • Information on how their children are getting on.

The inspection team agrees with what pleases parents most. However, the inspection team feels that the school provides an excellent range of extra-curricular activities. During the inspection it was found that homework was appropriate and that it was used satisfactorily to support and sometimes extend the work done in school. The quality of information which parents receive is judged to be excellent and the team judges the pupils' annual written reports to be very good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The last inspection took place late in May 1998, and results in the 1997 National Curriculum assessment tests were well above the national average in English, mathematics and science. At that time, pupils made good progress. This current situation is similar. Pupils enter the school with attainment that is in line with that expected for pupils at seven years old. They make good progress and standards remain above average overall by the time pupils are eleven. The school matched its target in the National Curriculum tests in English for eleven-year-olds last year by achieving the predicted 84 per cent of pupils at the nationally expected level or above. In mathematics the school only achieved 76 per cent which was below the 90 per cent target. The school's targets for 2002 remain the same for English but have been brought down to a more realistic 84 per cent for mathematics to attain the nationally expected level or above. These targets are above the national average.
2. In the National Curriculum tests for eleven-year-olds in 2001, results were above the national average in English and mathematics and average in science. When compared to similar schools, results remained the same. This is because the proportions of pupils gaining the expected Level 4 or above and the higher Level 5 matched the national figures. The school has generally kept pace with the national trend of improvement and results have remained above the national average since 1998.
3. The inspection findings for this year's pupils in Year 6, indicate standards in English and science are above average and well above in mathematics. The improvement in mathematics results from the high proportion of pupils attaining the higher Level 5 through extension work. In art and design and physical education standards are well above the expected level for pupils of this age. In design and technology and history, standards are above expectations and in geography and music, standards match those expected nationally for eleven-year-olds. Standards in information and communication technology and religious education are below those expected for pupils at the end of Year 6. Standards in literacy and numeracy in other subjects are good.
4. Analysis of assessment data shows that the achievement of all pupils at different levels of attainment is good. There is no difference in the attainment of boys and girls. The attainment of pupils from different ethnic origins is also good.
5. Pupils with special educational needs make good progress in reading, spelling and numeracy work because of the very good teaching assistant support that they receive when included in lessons and also because of the range of support programmes they access. Pupils with special educational needs achieve good standards measured against their starting point. One-to-one withdrawal support when pupils with special educational needs work with a teacher on developing important phonic strategies result in gaining in confidence in their reading and writing skills. Very effective use is made of specific numeracy targets on pupils' individual educational plans to help them develop strategies to tackle mathematical problems. Those pupils with statements of special educational need make very good progress in relation to their literacy, physical and behavioural needs. The school has been particularly successful in including some pupils with very complex behavioural difficulties. The majority of pupils with English as an additional language, including refugee pupils, achieve as well as other groups of pupils in the school.
6. In English, standards in speaking and listening are above average, with these being maintained since the last inspection. Pupils listen attentively both to teachers and each other and many respond well when reporting on their work at the end of lessons. Higher attaining pupils express their opinions clearly and justify them in a convincing way. Attainment in reading is above the

national average by the age of eleven. In Year 6, pupils are confident and read extensively in a range of styles. They cope well with demanding material, read independently and use non-fiction material for research purposes. Standards in writing by the age of eleven are above average and have improved since the last inspection. Most pupils write extensively and produce a variety of narrative and non-narrative texts. Pupils produce many examples of good writing of different kinds, including diaries, letters and poems. Writing is imaginative and varied, showing a good grasp of paragraphing and structure. Standards in handwriting and spelling are above average.

7. By the time they are eleven, pupils' knowledge and understanding of number is very good. All pupils deal with large numbers, decimals, fractions and percentages very well and a strong feature is their ability to use and apply these skills well when solving problems. Their mental skills are very good. Pupils have a thorough understanding of shape and measure. Whilst working across the mathematics and numeracy curriculum, pupils show that they have very good skills in using and applying their knowledge and understanding to solve problems and work out strategies to answer questions. Curriculum arrangements make sure pupils of higher attainment attain the high standards of which they are capable. Currently a group of 16 higher attaining Year 5 pupils are taught as a group once a week and are given highly challenging work. Already, their standards are well in advance of those expected for pupils of this age.
8. Pupils build upon previously gained knowledge and understanding by carrying out investigations effectively, such as finding out what materials will allow light to pass through. They confidently make predictions, which they test using fair testing methods. Their knowledge and understanding of science is extended as they move through the school, and by the time they are eleven, they are secure in their knowledge of forces, the classification of organisms, the state of matter and a good range of the properties of light and electricity.
9. Standards in information and communication technology are below those expected for pupils by the end of Year 6. By the time they reach the end of Year 6, most pupils can use computers competently to present their work. They import pictures into text and begin to add simple animations as they create a presentation. They are beginning to enter data into a spreadsheet and present their information in the form of a graph. However, many pupils are not yet able to do this for themselves, and some pupils still lack confidence in basic information technology skills.
10. In religious education, Year 6 pupils do not have a secure nor sufficient knowledge and understanding of places of worship, different holy books, religious festivals and founders of different religions. Their knowledge and understanding is very muddled. Analysis of work indicates that Years 4 and 5 are also not sufficiently secure in their knowledge and understanding of religious education and that there are very considerable inconsistencies in standards across different classes in the same year group. Standards, although slightly better in Year 3, remain well below those expected of pupils of that age following a programme of study based on the local agreed syllabus.
11. Standards in art and design are well above those expected for pupils of this age. All pupils achieve well as they learn a range of techniques and styles, often using the work of famous artists to inspire them and employ appropriate techniques to communicate their ideas. The majority of pupils use their sketchbooks very well to gather ideas and test particular techniques. High standards are evident across a wide range of work, including pottery, ceramics and printing, in addition to the use of paint
12. By the time pupils are 11, standards of attainment in physical education far exceed the national expectation in games, athletics and swimming. Standards attained in gymnastics, dance and adventurous activities by the same age are above the national expectation. Standards achieved are very good in most aspects of physical education. They have a good grasp of basic athletic skills, which enable them to improve their performance in running for example. Games skills are very good and this is extended to good footwork, for example in tennis. All pupils achieve the

expected standards in swimming by the time they are eleven and many exceed them. High standards in dance are evident from taped performance and a particularly good example is the Indian dance, which was superb.

Pupils' attitudes, values and personal development

13. The attitudes, behaviour and personal development of the pupils is very good, and has improved since the previous inspection. Pupils are very keen to come to school and show high levels of interest in all aspects of school life, and in the wide range of external and enriching activities that are offered. A vast majority of pupils attend at least one club each week. There is a large choir and significant physical activities after school that are very well attended. During the French Day for Year 6 pupils for example, they showed very high levels of enthusiasm as they took part in many cultural experiences offered. Their eagerness and excitement was evident from the moment they arrived in school, dressed in French costumes. This added an enriching and colourful backdrop to the event.
14. Parents' views that pupils' behaviour is good are supported by inspection findings. Pupils behave very well in lessons and in and around the school. They are polite and courteous and show high levels of respect to their peers and to adults. They enter the hall for assemblies quietly and are very attentive to the contributions of others. Pupils are quick to praise achievements and readily applaud other pupils who receive awards. In lessons, they listen carefully to instructions and respond very well to the behaviour management systems that are used. Some very positive behaviour was observed in a Year 3 literacy lesson, where pupils experimented with language in humorous poetry in a mature way, openly offering their opinions, which were highly valued. Pupils in Year 4 were observed contributing well to a discussion in art and design, and showed very high standards of behaviour in mathematics, benefiting from very good teaching. Pupils in Year 5 showed a mature and sensible approach to a design and technology task as they discussed with others how their designs might be improved. They offered very good evaluative comments to the designs of others. In Year 6, pupils are very well behaved in almost all lessons. For example, in literacy, they were observed listening very well, collaborating and sharing ideas sensibly and achieving high standards of taking turns. There was one fixed-period exclusion in the year before the inspection.
15. Pupils' personal development is also of a high standard. They form very good constructive relationships, show empathy and understanding to others, and respect the many, varied differences in other pupils' cultures and beliefs. They show significant understanding of social and cultural diversity, and talk sensibly about a wide range of issues during personal and social education lessons. Pupils benefit from the good team-points system that helps to promote collaborative learning styles.
16. All pupils in the school develop good understanding of citizenship, through involvement in the election of representatives for the school council. This body has a significant part to play in the daily life of the school, influencing decision making. For example, they have looked at the school rules and made changes where necessary. Pupils in each class take on many simple responsibilities in a sensible way. They help to organise the hall for assemblies and physical education, help to give out and collect resources, and are responsible for keeping their classrooms tidy.
17. Overall pupils' attendance at school is good. Levels of absence, both authorised and unauthorised, are below the average both nationally and in the Borough of Richmond. However, this low level of absence, which is similar to that at the time of the last inspection, is partly due to pupils being taken away from school on family holidays during term time. The great majority of pupils arrive at school punctually and registration is taken promptly so that the day gets off to a good start.
18. Pupils with complex behavioural difficulties are kept on task and behave well because teachers and teaching assistants are skilled in meeting their needs. Even those pupils with very challenging behaviour are kept on task and so make good progress. The teaching assistants often exercise immense patience in working with some pupils. Those pupils with a lack of social skills who do not understand the impact of their behaviour on others are particularly well managed and fully

included in lessons.

19. Pupils with English as an additional language mix well with their peers and are keen to participate fully in activities and school events. They are highly motivated, keen to learn and this significantly contributes to the progress they make.

HOW WELL ARE PUPILS TAUGHT?

20. The quality of teaching is good and supports the good levels of progress that all pupils make. In over four-fifths of lessons seen during the inspection, the quality of teaching was good or better. In a third, teaching was very good, and excellent in four lessons. The quality of teaching in all but one lesson was satisfactory or better. Teaching in English and science is good and very good in mathematics. The quality of teaching in physical education is very good; it is good in art and design, design and technology, history, information and communication technology and music. It is unsatisfactory in religious education. Both literacy and numeracy are taught effectively across a wide range of subjects.
21. The quality of teaching for pupils with special educational needs is very good. Some very good support was seen for these pupils. For those pupils with statements of special educational needs the quality of teaching is very good. The special needs co-ordinator and his team of teachers and teaching assistants are very effective and their supportive approach ensures that pupils with special educational needs are very productive and make good progress in acquiring new skills. Pupils' individual education plans have specific literacy, numeracy and behavioural targets, which are used well in planning to meet their needs and to monitor their progress. Teachers and teaching assistants operate as an effective team to ensure that pupils with special educational needs are fully included in lesson activities. In a Year 3 games lesson a pupil who struggled with managing his behaviour was selected to demonstrate the skill of using a tennis racquet to hit a ball with a forearm stroke and this lifted his confidence and self-esteem.
22. Pupils who are in the early stages of acquiring English are effectively targeted through the peripatetic specialist teacher and given individual support. However, occasionally, the class teacher does not consistently address the needs of these pupils when no specialist support is available. In such instances, the information and ongoing assessment by specialist staff is not used to adapt the activity or to identify how it might need to be modified to ensure full access and participation by pupils with English as an additional language.
23. Teachers have high expectations of both their own teaching and of pupils' learning. In mathematics, lessons often are conducted at a rapid pace, whilst still making sure that pupils are capable of taking the next step. This ensures that all pupils achieve well. In physical education teachers' own enthusiasm inspires all pupils to do their very best. Teachers show a love for teaching and this rubs off on the pupils who in turn want to achieve their very best. At times pupils are surprised at just how well they do achieve. These high expectations in mathematics and physical education are shown in the high levels of attainment.
24. Teachers' planning is good. It takes full account of the National Curriculum requirements and also for the different levels of attainment in mixed-ability classes. In science they plan their lessons well with an emphasis on practical and investigative work, ensuring that pupils have 'hands on' experience. In other science lessons, pupils are given good opportunities to explain their ideas so that they clarify their thinking. In design and technology, good planning includes many opportunities for pupils to evaluate their work as they progress. In physical education, teachers' very good planning enables the very effective and progressive development of skills.
25. Teaching of basic skills is good and these are taught well in most subjects. However, they are not satisfactorily taught in information and communication technology, where there is insufficient time and resources to teach them fully effectively. In religious education the teaching of basic understanding is poor because teachers' own knowledge and understanding is insufficient. In

physical education, basic skills are taught very well and the teachers' excellent knowledge and understanding of the subject supports this highly. In art and design good use is made of visual demonstrations to show pupils how to develop specific skills for instance in using paintbrushes properly. Teachers talk about the amount of paint suitable for different sizes of brush. They intervene appropriately, to draw pupils' attention to particular skills or outcomes they should be aiming for. In science, all teachers pay particular attention to the correct use of scientific vocabulary.

26. Teachers manage their pupils very well. Expectations of behaviour are generally made clear and pupils are aware of how they should behave in class to enable lessons to progress smoothly. In the vast majority of lessons seen, teachers support pupils' positive behaviour and very good attitudes to good effect and achieve very good standards of behaviour in their classes. In a religious education lesson, where the quality of teaching was less than satisfactory, poor classroom management resulted in unacceptable behaviour as pupils became bored and switched off and so no progress was made by most pupils. Teaching was delivered at a slow pace, which failed to enthuse and interest pupils or to gain their attention.
27. Teachers' knowledge and understanding of the subjects they teach varies from excellent to poor. Where it is strong, pupils' learning is very effective. For example in physical education, practical tips on how to improve performance given by the teachers are taken on board by all pupils in a very secure and safe environment. They explain for example the best way to hold a tennis racquet and they have such a good knowledge of what physical exercise does to the pupils' bodies. Teachers know just how far to push the pupils so that their learning is most effective. In mathematics extension group lessons for the higher attaining pupils, the teacher had a very good knowledge of the subject and was able to talk with confidence and moved the pupils on quickly, taking them to levels of attainment that were very high for their age. In contrast, teachers' knowledge and understanding in religious education is a weakness. This resulted in some incorrect information being marked correctly in pupils' books and knowledge and understanding given to the pupils being too broad and of not enough depth. As a result, in one lesson the teacher tried to cram far too much content into one lesson. The outcome was that pupils grasped only one of the planned learning outcomes. In information and communication technology teachers' skills have improved significantly since the previous inspection and recent training has improved confidence. This is leading to improved standards beginning to show amongst younger pupils.

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

28. The curriculum is broad, balanced and relevant and offers a very good range of learning opportunities to all of the pupils. This is an improvement since the previous inspection. The school has recently been awarded an 'Active-Mark Gold' certificate recognising that the school is committed to promoting the benefits of physical activity throughout the school. The school has also received The Schools Curriculum Award for its work with the community in supporting the curriculum. The curriculum fully meets the requirements of the National Curriculum and religious education as agreed by the locally agreed syllabus. However, the balance of attainment targets within religious education is inconsistent and there is a lack of continuity and progression in activities. In information and communication technology, not enough planned opportunities are created over each year to enable pupils to achieve the standards appropriate to their age. Planning is good in all other subjects and lesson planning is a particular strength, enabling teachers to identify a systematic range of activities to help pupils achieve the aims of each lesson. Provision for physical education is a particular strength.
29. Effective procedures have been implemented for the National Literacy Strategy, and very good procedures for the implementation of the National Numeracy Strategy. These procedures are helping to keep standards high in English and mathematics.

30. There is equal access for all to a curriculum, which is broad, balanced and relevant. This is a fully inclusive school. Provision for pupils with special educational needs is very good and leads to at least good progress for these pupils. Phonics programmes are used effectively to enable pupils with very low literacy skills to begin to gain confidence in starting to read. The very good support these pupils receive from their teachers, teaching assistants and the special needs co-ordinator ensures that they receive a broad, balanced and relevant curriculum, which enables them to make at least good progress. All pupils with special educational needs are fully included in all of the school's activities. From time to time pupils from a neighbouring special educational needs school are successfully included in curriculum opportunities in this school. At present insufficient use is made of good computer programs to support pupils with special educational needs who struggle with their writing. Pupils with English as an additional language are fully integrated and participate in all activities on offer. However, opportunities are not always identified to fully develop pupils' insights into cultural and linguistic diversity by drawing on resources, for instance among parents, and the school community to celebrate and promote their first languages.
31. Contrary to parents' views, the provision for extra-curricular and enrichment opportunities are excellent. Some very high quality experiences are planned for pupils to broaden their knowledge of the world and help them to improve their skills and abilities. For example, very high quality sports activities have led to a team from the school winning the recent athletics competition from 31 other local schools. Very good peripatetic and school music activities lead to many pupils being able to play an instrument or sing in a choir. Last year, for example, the school choir recorded a high quality CD of Christmas songs. The French Day for Year 6 pupils, which took place on the last day of the inspection, was a real strength in the provision. Pupils benefited from the well-organised activities, the close links with parents, and the opportunity to prepare for life at their new secondary school. Pupils had great fun during the day as they explored all aspects of French life and culture.
32. The contribution of the local community to the life of the school and the schools links with partner institutions are very good. These aspects taken together have improved even on the high level reported in the last inspection and are a real strength of the school; they have a positive effect on pupils' learning and personal development.
33. The school is rightly proud of the recent School Curriculum Award for schools at the heart of the community. The school's achievements in sport and art have been recognised by gaining Active Mark and Art Mark Gold Awards respectively. The head teacher makes a regular contribution to the Hampton Hill community newsletter, and the school is one of the waste-recycling centres within the borough. The school participates in functions run by other local organisations and shares ownership of the minibus with the scouts. Pupils enjoy trips out to many places of interest such as art galleries, museums, Hampton Court and Bushey Park and have a particularly close link with nearby St James church. However, these visits have not recently included a mosque or other places where pupils could share in the wide multicultural and international aspects that are available. These activities all raise pupil's very good environmental awareness, and of citizenship and their place in the community. This has a very positive impact on learning and on pupils' achievement.
34. The school liaises closely with other schools in the area, including the large number of secondary schools to which pupils transfer. Using the local swimming pool the school hosts an annual swimming gala, which has a positive impact on swimming standards in the school. The headteacher has borough responsibility for the induction of newly qualified teachers and two staff are LEA lead teachers for physical education and art. Students from a number of schools and teacher training colleges are welcomed by the school for a variety of work experience and teaching practice placements.
35. Provision for personal development is also very good. This is an improvement since the previous

inspection. A broad range of topics linked to improving pupils personal skills are planned in each class. Pupils have many opportunities to discuss personal issues and learn to work and share together. This provision has a significant impact on the very good behaviour and attitudes of pupils at the school. The school actively promotes many varied activities to support pupils in their acquisition of personal skills.

36. Provision for pupils' spiritual development is good. Opportunities for pupils to develop insight into the values and beliefs of themselves and others, and to reflect on their experiences, are created through the arts curriculum, through assemblies and through the many enriching extra-curricular activities that are planned daily. In one assembly for example, it was possible to hear a pin drop as pupils listened intently to the local vicar describing his experiences in a recent visit to Sri Lanka. Pupils spent several moments quietly reflecting on what they had heard, showing that his words had had a profound effect on them. In the curriculum, opportunities for reflection are offered through art and design, music and dance. Pupils study the work of composers and artists and try to imitate their styles. For example, a Year 3 class was observed creating a piece of percussion music in the style of the composer Mussorgsky. They listened carefully to his music and reflected on some of his influences before attempting their own work. In personal and social education, pupils reflect on their own behaviour and attitudes as they work to improve them. They discuss the beliefs and cultures of others in religious education, which makes a significant contribution to this area of development, although this is an area requiring attention. However, not enough opportunities are planned to develop awareness of cultural and religious diversity through visits.
37. Provision for pupils' moral development is very good and leads to very good attitudes and behaviour and a clear understanding of right and wrong. Pupils in all classes are fully involved in setting the rules and developing the codes of conduct that they feel are appropriate. They learn through their personal education that rules should be obeyed. Very good moral development is promoted through the sex and drugs education programme. For example, pupils in Year 5 were observed learning about 'good medicines' and 'bad medicines', in science. Pupils in Year 6 know that they should not take certain substances and they talk knowledgeably about the consequences of doing so. They benefit from the good, positive role models that adults around the school present.
38. Provision for pupil's social development is also very good and promotes very effective attitudes to all aspects of school life. Many opportunities are created to enable pupils to show initiative, take responsibility and develop an understanding of living as part of a community. For example, in lessons, teachers regularly plan learning strategies in which pupils work together in pairs or small groups to discuss their work. In physical education, for instance, pupils work together in teams very well, and applaud the success of others. In others they help to prepare and clear away resources on a daily basis. Good collaborative learning was observed in English, where Year 6 pupils responded to a text through dramatising situations of conflict, and finding ways to resolve it peacefully. Involvement in the school council and in the local community's 'Pupil Parliament' helps to develop very high levels of understanding about responsibility and citizenship.
39. Provision for pupils' cultural development is good. Development of pupils' own culture is fostered through the very strong links with the community that lead to close working relationships with local sports and arts clubs. Awareness of other cultures is effectively promoted through art and design. Pupils across the school have had many opportunities to study different cultural techniques, such as African art, Indian textiles and a study of the art of the Aborigines, learning about their 'dream time'. Particular emphasis on cultural experiences is planned through dance. A recent local link led to pupils taking part in a cultural dance workshop in conjunction with the local college. During the inspection, Year 3 pupils learned about aspects of Russian culture through the study of a Russian poem linked to music. Pupils in Year 4 listened carefully to New Zealand dance music, and created their own 'stick dance' in the style of the Maori warriors. Pupils across the school have opportunities to learn about different life-styles and cultures in religious education, such as why Jewish people eat only certain foods, and how similar Creation stories are in different

religions. Pupils are well prepared for life in a multicultural society, and the views of pupils from minority cultures are valued. For example, when a Moslem pupil read a small piece in Hebrew during religious education, other pupils were fully attentive and absorbed, showing high levels of understanding and interest.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The school provides an environment where the teachers and all the support staff know the pupils very well so that the care that they take of the pupils is very good. It is a positive strength of the school, has improved since the last inspection, and provides a good basis on which teachers can teach and pupils can learn. The steps taken to ensure pupils' welfare, health and safety are very good. Child protection procedures are in place with the headteacher undertaking the role of designated person and all members of staff are aware of their responsibilities in this regard. Routines for dealing with first aid, medicines and accidents are well established with five staff having been trained in emergency first aid. Health and Safety risks are reviewed regularly by staff and reported to governors. Safety checks on potentially dangerous equipment take place annually, and practice evacuations of the premises take place each term with their timings and any difficulties recorded.
41. There are very good links with external agencies such as the local education authority's advisory teacher for special educational needs and the school's educational psychologist to ensure high quality support for these pupils. These external agencies work effectively with the school and in partnership provide very good programmes to build the confidence and self-esteem of pupils with special educational needs. The Circle of Friends' programme is particularly effective in building the confidence of pupils with specific disabilities. However, the support of speech and language development proves to be difficult for the school to access.
42. The procedures for promoting attendance and punctuality are very good. The great majority of pupils arrive at school in good time and are settled ready for registration which is taken promptly. The registers are reviewed continuously to ensure that parents co-operate with the school by notifying reasons for pupils' absences, and this has reduced the number of unauthorised absences to a very low level. The welfare officer from the local education authority monitors the attendance registers regularly and is available to assist the school if families should experience any difficulties in getting pupils into school.
43. The procedures for promoting good behaviour are very good. The school has a behaviour policy, which reinforces the schools aims and ethos. In practice, emphasis is placed on recognising and rewarding good work and good behaviour, with little need to apply any sanctions. All staff, including the mid-day supervisors, are well versed in the procedures. The quality of the procedures and the consistency of their implementation by all the staff are evidenced by the high standards of behaviour and discipline that are achieved, including the absence of any bullying, throughout the school.
44. The procedures for recording and monitoring pupils' personal development are very good. All the teachers know the pupils very well and maintain their own records of significant developments in pupils' attitudes, behaviour and demeanour as well as any interesting out of school achievements. These records are enhanced by relevant comments from other teachers, particularly those teaching subjects in sets, and the mid-day supervisors. All this information is shared with parents at consultation evenings and in the annual report. There has been a considered and robust response to the Macpherson enquiry and the Race Relations Amendment Act 2000. As a result, the school now has an anti-racist policy and a robust system for logging and reporting racist incidents.
45. Procedures for assessment in the core subjects of English, mathematics and science are very

good. This is a very significant improvement since the last inspection. Early identification of pupils with special educational needs is excellent. This is a very significant strength. In the non-core subjects and in religious education the school is bravely breaking new frontiers in developing and implementing effective assessment procedures. For example, the co-ordinator for physical education has successfully piloted an assessment system and this is going to be launched across the school in the new school year. This is aimed at raising standards even further in a subject where attainment by the end of Year 6 exceeds national expectations in games, athletics and swimming. There is a model of assessment for all non-core subjects and in religious education. This is not consistently applied in Year 6 classes. This is an area for development in the monitoring of this year group's work.

46. On entry in Year 3 very effective use is made of assessment data passed on by the infant schools and also of internal screening tests to set targets for each pupil to raise standards in English and mathematics. This information is also used to place pupils into sets for mathematics and ensure resources are targeted to challenge and support all pupils. Throughout Years 3 to 6, pupils are regularly tested using the optional national tests and also tests devised in school. Individual targets are revised using the information from the results of these tests. The school very successfully involves all pupils in the setting of their individual targets and teachers use these targets very effectively to inform their teaching when working with pupils. This system results in raising standards for all pupils in English and mathematics. Year 6 National Curriculum assessment test papers are analysed rigorously to identify aspects of English, mathematics and science where pupils did not do so well. The information gained from this exercise is used to inform and revise planning so that these aspects of the subjects are taught even better next time round. In 2001 this exercise indicated that a number of pupils were weak in showing their methods of working out in mathematics and also in their explanations of probability. Teachers took this on board, revised their teaching, and evidence this year suggests that the current Year 6 pupils have performed better in these areas in their recent test papers.
47. Identification of pupils' special educational needs is exemplary. Data gathered in this exercise is used to inform very specific individual education plan targets for literacy and numeracy. Teachers then use these targets very effectively in their teaching to give high quality support to pupils with special educational needs and so raise their standards in reading, writing and numeracy. Although the school is ahead of the requirements of the new Code of Practice for special educational needs in involving pupils and parents/carers in shaping individual education plan targets, it recognises that if pupils were even more involved in setting their own targets then they would have a better grasp of the important strategies required to tackle a new words in reading or solve a new problem in mathematics. This is an indication that this school is never complacent in its persistent stride to improve further and aspire to excellence. Much of the very significant improvement in assessment procedures and the use of assessment to inform planning and raise standards since the last inspection are attributable to the excellent co-ordination of procedures by the outstandingly effective deputy headteacher. She has successfully motivated all teachers and moved them forward in their assessment practice.
48. The language and learning needs of pupils with English as an additional language are effectively identified through initial assessment by specialist staff. Pupils' progress is also tracked and monitored carefully, allowing for individual performance to be evaluated.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. Parents' views of the school are very good. From the parents meeting, the questionnaire and meeting parents before and after school, there has been very little criticism, although some concern was expressed about information on pupils' progress and homework and the provision for extra-curricular activities. Parents appreciate the caring ethos of the school, and the standards of behaviour and discipline that the pupils develop. Parents feel welcome and able to approach the

staff or headteacher at any time. The inspection team agrees with what pleases parents most. However, the inspection team feels that the school provides an excellent range of extra-curricular activities. During the inspection it was found that homework was appropriate and that it was used satisfactorily to support and sometimes extend the work done in school. The quality of information which parents receive is judged to be excellent and the team judges the pupils' annual written reports to be very good.

50. The partnership that exists between the school and parents is excellent and is a real strength of the school.
51. The information provided by the school to parents is excellent and has improved since the last inspection. The general information that is provided through the weekly newsletter is very good. However, this is but one feature of the school's internet web site, which is attractive, very comprehensive, well structured and useful source of information for parents and the whole community. The Prospectus and the Governors Annual Report are detailed, attractively presented, meet government guidelines and are also available on the web site. Consultation evenings are held every term and at the end of the summer term parents receive the annual reports on individual pupils. These reports are very good. They contain clear indications of the progress that the pupil is making in each subject and a commentary on personal development. There is an opportunity for both pupils and parents to respond. These reports do not include targets for further improvement, since this aspect is covered very fully in the school's standard procedure for regular review and updating of targets.
52. There are very good arrangements to involve parents/carers of pupils with statements of special educational needs in their annual reviews. Parents and pupils are involved in the development of their individual education plans in accordance with the new Code of Practice.
53. Parents' involvement in the life and work of the school is excellent. They support the pupils in their homework assignments and through reading records in home-school diaries. A large number of parents (approximately 40) regularly assist in classrooms with, for example, reading, cookery and craftwork. This help is greatly appreciated by the staff and integrated into the relevant lesson plans. Parents also run the weekly school bookshop and CD-ROM lending library. The School Association (Parent Teachers Association) not only organises major fundraising events for the school, but also runs discos for the pupils and takes responsibility for selling school uniforms.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The headteacher and deputy headteacher provide the school with excellent leadership, which supports the school's drive to maintain high levels of provision and attainment and to enable all pupils to achieve well. Their management skills are excellent and the systems for school development and improvement they have implemented and developed are highly focused on effective learning. A strong feature of the headteacher's management is that he is never easily satisfied and is always seeking ways of further improving the school. This maintains the strengths in leadership and management found at the time of the previous inspection. Other senior managers effectively support the headteacher and deputy, and the structures of management are very effective.
55. There is an extremely clear vision for the future of the school and all staff and the governing body share this. There is a very strong commitment to improve the school further and to endeavour to provide excellence in all they do. All staff feel it is important to maintain a very strong ethos, which will support improving standards, build on the school's many strengths and deal with any concerns.
56. The school believes that children should develop into independent people with a caring attitude

towards each other, their community and environment. They learn best in a happy, secure and well-ordered school and that the best possible standards in Literacy and Numeracy are key to their futures. The school believes that their pupils should have access to a broad, balanced curriculum including Arts and physical education. High expectation of all pupils is vital and the partnership between the school and home is very important. The reflection of these aims and beliefs in its work is excellent. The leadership promotes equality of opportunity for all. This is a very effective school, an inclusive school.

57. The monitoring of the school's work by the headteacher and deputy is thorough and rigorous. The school is committed to self-evaluation as a tool for improvement. The monitoring and evaluation system looks at planning, teaching and learning, work sampling and the analysis of pupils' performance data. Headteacher's lesson observations are discussed and targets are set in identified areas for development. These are then re-evaluated at a later stage. There is an improved proportion of good, very good and excellent teaching over the previous inspection, which indicates that monitoring by the headteacher and deputy has been effective.
58. Curriculum and year group co-ordination is generally good, but there are areas for further development in monitoring, as there are some inconsistencies in standards in some classes, particularly in religious education in Year 6. Because of the larger than usual number of teachers taking some classes, there is a greater need to monitor the consistency of standards. However, what the curriculum co-ordinators do contributes to the good quality curriculum and high standards. Curriculum co-ordinators monitor provision and standards across the school by scrutinising teachers' planning and samples of pupils' work and observing in other classes. Assessment data is used very effectively in English, mathematics and science to identify what pupils do well and where improvement is needed. This data is then used reliably to inform the school improvement plan.
59. The leadership of special educational needs provision is outstandingly good because of the expertise and skills of a headteacher who doubles up as the special needs co-ordinator. Systems for the management of special educational needs provision are very good, particularly the procedures in place for assessing the needs of these pupils and for monitoring their progress. The special educational needs policy meets the requirements of the new Code of Practice. The designated governor for special educational needs is enthusiastic, supportive and effective. The governors' procedures for informing parents that their child has special educational needs are robust and also meet the requirements of the new Code of Practice. The governors' annual report to parents is not sufficiently sharp in outlining the evaluation of the impact of the special educational needs policy.
60. The school uses the expertise of staff who specialise in the support of pupils with English as an additional language well, and because of the positive ethos and the emphasis on individual achievement, pupils with English as an additional language thrive in this school. The co-ordinator for provision for pupils with English as an additional language liaises well with the local education authority specialist staff and is receiving training to enhance her knowledge and understanding of issues connected with the learning of these pupils.
61. There is an excellent school improvement plan and the priorities are highly appropriate and relevant to the school moving forward. Each subject has its own improvement plan and there are also more general areas for development, such as buildings. There are a large number of targets in the plan and its effectiveness and its impact on standards is carefully monitored and assessed at appropriate intervals by staff and governors. The headteacher, deputy and the members of the governing body are central in ensuring continuing improvement through careful monitoring of the progress towards meeting the school's targets in the improvement plan. The school uses wide consultation in the development of the school improvement plan, which involves the governing body and parents through questionnaires.

62. Governors make an excellent contribution to the leadership and management of the school, and their contribution to establishing the successful future of the school is highly significant. They visit the school regularly to make themselves aware of what is happening. Those responsible for specific areas are involved in monitoring. They meet with the link teachers, share in the plans for improvement and have a very good awareness of the strengths and weaknesses of their subjects and how improvements will take place. The Chair of Governors provides a detailed analysis of National Curriculum assessment test results and in this way develops a very detailed awareness of standards within the school. All governors speak with knowledge and understanding about their role, responsibilities, and what they see in school. In this way governors have a very good understanding of the school's strengths and areas of concern.
63. The management structures within the governing body are very well established and highly effective. In addition to governors' meetings, there are other committees that meet and report back to the full governing body. The chair of governors meets with the headteacher frequently, on an informal basis. There is also much formal and informal contact between other governors and the school. Governors are considered to be an essential part of the school management by the school. Statutory requirements are fully met.
64. Financial planning is excellent. This represents an improved picture from the previous inspection when financial planning was very good. The headteacher and school finance officer initially sets the draft budget. It is priority driven according to the previous agreed and approved school improvement plan. There is a higher carry forward figure than the previous year although, it remains securely within recommended levels. The finance committee meets on a regular basis and monitors carefully the impact of expenditure related to raising standards. Although currently it does not have a success criteria in place it is an issue to be addressed early in the new academic year. The headteacher currently analyses the impact of expenditure on such items as pupil progress and curriculum enhancement and the introduction of success criteria using this information should securely formalise the effectiveness and efficiency of the whole process.
65. Very effective use is made of grants to support new initiatives and improve further the quality of opportunities for raising standards. The local education authority link finance officer, as identified in the bidding process, monitors specific spending. The finance committee carefully and rigorously applies principles of best value. This also extends to staff considering several price options in accordance with the school's 'best value' statement. The governing body carefully and regularly applies the principles of best value when assessing standards and the impact of financial decisions. The recommendations of the last auditor's report were addressed immediately. The school's administrative staff carries out the day-to-day financial management of the school very effectively. Administrative procedures are extremely well established and the administrative team adopts a very helpful approach to staff, pupils, parents and visitors. This contributes significantly to the smooth running of the school. The school uses its computerised systems very effectively to maintain all financial and school records. Procedures overall are unobtrusive and support the day-to-day running of the school.
66. Funds allocated to support pupils with special educational needs are appropriately targeted and contribute effectively to the good progress made by these pupils. The school tops up the amount allocated for supporting pupils with special educational needs from its main budget.
67. The match of teachers and support staff to the demands of the curriculum is very good. The expertise of individual teachers is used well to support, both informally and formally, other teachers, and to develop their confidence in extending their own expertise. Teachers are deployed creatively to support the school's excellent management systems. The school's approach to performance management is excellent. This enables clear priorities for professional development to be established which balance personal and school needs very effectively, and this contributes significantly to the high overall standards that the school achieves. The school has excellent systems for welcoming all new staff, informing them of working procedures and setting out clearly

the expectations that each can have of the other. This enables the work of the school to proceed smoothly as routines are maintained. The potential for training new teachers is excellent. The high quality of relationships within the school makes induction of new staff highly effective. The special needs co-ordinator, class teachers and teaching assistants are well qualified for working with pupils with a range of special educational needs. The professional development of the teaching assistants is very good and makes a significant contribution to the way in which they work with pupils with complex needs.

68. The schools' accommodation is good. It provides a good environment for the staff to deliver the curriculum and for pupils to learn. The classrooms are themselves a good size and the corridor areas are adequate giving staff and pupils sufficient room to circulate. The main part of the building is on two levels and there are a lot of stairs, which would make access for the disabled very difficult. There is a separate library, small computer suite, pupils' kitchen and music room, with several other small rooms for small group or one-to-one tuition, and also plenty of storage space. The main hall is used for whole school assemblies, physical education and as a dining room. Throughout the premises are decorated and maintained to a high standard, and are enhanced by attractive, interesting and informative displays on the walls including pupils' own work. The playground area is large and, although there is a large number of pupils, there is sufficient room for safe play, as demonstrated by the small number of recorded accidents. The playground is marked out for a variety of games and with other interesting designs, and there are seats available in the shade of a large tree or in gazebos, as well as a separate quiet area. There is no on-site grassed play area but, for sports and games, use is made of the borough's large recreation ground a short distance away, and Bushey Park is also available.
69. The special educational needs base used for supporting pupils with the phonic programmes when withdrawn from class is good. There is no wheelchair access to the school and so the inclusion of non-ambulant pupils is currently very difficult.
70. The quality and range of resources in the school are generally adequate to meet the needs of the range of pupils and the curriculum. They are very good in physical education, and good in science, art, design and technology and music. Since the last inspection, resources have improved in information and communication technology and design and technology. Resources are accessible and used well. There is a good range of books in the library to cater for most subjects including books reflecting positive images of people from a wide range of cultural backgrounds. The library is effectively managed by the school librarian and is used well for pupils to borrow books. The quality of resources for supporting pupils with special educational needs is good. Particular strengths are resources to support the teaching of phonics and basic numeracy skills. However, insufficient use is made of computer software to support those pupils who really struggle with their writing.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

71. To further improve the quality of education, and promote further development, the governing body, headteacher and the staff should address the following issues:
- (1) Raise standards in information and communication technology by:
- Improving resources and the accommodation for teaching information and communication technology;
 - Allocating more time to each class;
 - Planning for the development of information and communication technology skills in other subjects and for the enrichment of these subjects through using computers.

(Paragraphs 3, 9, 25, 28, 70, 75, 81, 84, 90, 92, 98, 107, 108, 109 – 113)

- (2) Improve pupils attainment in religious education by:
- Sharpening the schemes of work to ensure full coverage of the locally agreed syllabus for religious education;
 - Providing in-service training and development to improve teachers' knowledge and understanding of religious education;
 - Monitoring to ensure consistency across each year group.

(Paragraphs 3, 10, 25, 27, 28, 36, 39, 47, 58, 125 – 132)

Minor issues that the school should consider for inclusion in its action plan:

There are none.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	54
Number of discussions with staff, governors, other adults and pupils	29

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	14	28	7	0	1	0
Percentage	7	26	52	13	0	2	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 two percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/a	361
Number of full-time pupils known to be eligible for free school meals	N/a	34

FTE means full-time equivalent.

Special educational needs

	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	N/a	10
Number of pupils on the school's special educational needs register	N/a	121

English as an additional language

	No of pupils
Number of pupils with English as an additional language	26

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	5.3
National comparative data	5.6

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	49	41	90

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	40	36	45
	Girls	35	32	38
	Total	75	68	83
Percentage of pupils at NC level 4 or above	School	83 (78)	76 (75)	92 (91)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	34	42	44
	Girls	34	33	37
	Total	68	75	81
Percentage of pupils at NC level 4 or above	School	76 (81)	83 (84)	90 (88)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	2
Black – other	0
Indian	4
Pakistani	3
Bangladeshi	0
Chinese	1
White	325
Any other minority ethnic group	29

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	15.95
Number of pupils per qualified teacher	22
Average class size	30

Education support staff: Y3 – Y6

Total number of education support staff	5
Total aggregate hours worked per week	70

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/a
Number of pupils per qualified teacher	N/a
Total number of education support staff	N/a
Total aggregate hours worked per week	N/a
Number of pupils per FTE adult	N/a

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	7.8
Number of teachers appointed to the school during the last two years	8.0

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.

Financial information

Financial year	2001/02
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	£
Total income	864115
Total expenditure	831477
Expenditure per pupil	2284
Balance brought forward from previous year	8751
Balance carried forward to next year	41388

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	360
Number of questionnaires returned	110

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	35	2	0	0
My child is making good progress in school.	50	44	4	1	1
Behaviour in the school is good.	55	42	1	1	1
My child gets the right amount of work to do at home.	29	51	13	6	1
The teaching is good.	53	44	0	1	2
I am kept well informed about how my child is getting on.	36	48	12	2	2
I would feel comfortable about approaching the school with questions or a problem.	59	33	7	1	0
The school expects my child to work hard and achieve his or her best.	63	35	1	0	1
The school works closely with parents.	35	52	9	2	2
The school is well led and managed.	66	30	2	1	1
The school is helping my child become mature and responsible.	55	40	5	0	0
The school provides an interesting range of activities outside lessons.	40	36	20	3	1

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

ENGLISH

72. Results in the 2001 National Curriculum tests showed that standards attained by eleven-year-olds were above the national average and those of similar schools. Over the last three years standards have been maintained. Evidence from the inspection is consistent with these results. On entry to Year 3, attainment is average and above average by the end of Year 6. The majority of pupils, including those with special educational needs and English as an additional language therefore achieve well.
73. Inspection findings show that all pupils make good progress in developing speaking and listening skills and attainment is currently above the national average by the end of Year 6. Standards have been maintained since the last inspection. In all year groups, pupils listen attentively both to the teacher and to each other and many respond well when discussing texts and when sharing or reporting on their work at the end of lessons. In Year 6, when evaluating their reading journals, pupils engage well in discussion and make suggestions for improving writing. Higher attaining pupils express their opinions clearly and justify them in a convincing way. They listen carefully to each other's contribution and negotiate sensitively how to complete task in which they are required to collaborate, for instance when they had to choose one piece from their best writing and justify why it was good. Opportunities for speaking occur in different subjects but are not systematically identified across the curriculum to ensure that the fullest repertoire of skills is practised and assessed in order to build progression and set targets for improvement.
74. Attainment in reading is above the national average by the age of eleven. In Year 6, pupils are highly motivated, confident and read extensively in a range of styles. They cope well with demanding material, read independently and use non-fiction material well for research purposes. Pupils' progress in reading including that of pupils with special educational needs and those with English as an additional language is good. All pupils keep a record of their reading in a home /school notebook, with reading journals in Year 6 used effectively to develop pupils' response to different types of texts. Library facilities are of good quality and are supplemented by well-maintained and well-stocked class libraries. The pupils greatly benefit from the support of parents many of whom come to hear pupils read on a regular basis.
75. Attainment in writing by the age of eleven is above average and has improved since the last inspection. The majority of pupils write extensively and produce a variety of narrative and non-narrative texts. Evidence from analysis of work shows many examples of good writing of different kinds, including diaries, letters and poems. Writing is imaginative, extensive and varied, showing a good grasp of paragraphing and structure. Pupils achieve well against their prior attainment. Standards in handwriting and spelling are above average with the latter, being effectively taught and tested regularly. Good use is made of information and communication technology to support the development of pupils' writing skills. Written work is effectively assessed and provides pupils with a clear idea about their strengths and where they need to improve.
76. The quality of teaching is good overall. Teachers have a secure knowledge and understanding of English. Lessons are effectively planned with clear learning objectives, which are used at different intervals of the lesson to focus learning and ensure that pupils are aware of what they are expected to achieve. This was well exemplified in a Year 6 lesson where pupils were enabled to draw on their previous learning of different types of writing to identify what made particular pieces of writing effective. Good exemplification by the teacher, the use of the overhead projector and direct reference to different texts, helped pupils select pieces from their own work and justify their choices. Because the teacher monitored the progress of pupils, he was able to intervene and stop the activity to re-focus pupils' attention and ensure that pupils had made a

selection before they began discussion within groups. In other instances, the presentation by the teacher was effectively used to model independent work for instance by enabling pupils to brainstorm spelling strategies. In all lessons the work was appropriately matched to provide challenge and support different groups according to need. All pupils therefore have good opportunities to make good progress and all are fully included in all activities. Where teaching was less effective, it was due to missed opportunities for using the end of lesson summary to ensure that pupils listened to the work being shared and were enabled to comment on what was being presented. In other instances, where such opportunities were provided for comments, the teacher did not intervene to ensure that pupils' comments were sensitive and constructive.

77. Pupils show very positive attitudes towards their work in English and they behave well in lessons. The vast majority of pupils enjoy sharing texts and read with sustained interest. Pupils respond to questions with enthusiasm. They have good relationships with each other and are respectful and polite towards adults. They work hard, and can sustain concentration for long periods. They know what to do when they meet a problem and when they have completed their work. Pupils take responsibility well for clearing up at the end of lessons.
78. The school uses the literacy framework effectively and strategies for continuous development have led to clear identification of improvement targets by the co-ordinator. Literacy skills are well used in some areas of the curriculum, namely in geography and history and in personal, social and health education lessons. The leadership and management of English are good. Monitoring by the co-ordinator is effective, is appropriately focussed on specific aspects of the subject and has helped in identifying areas for improvement. An effective system for assessment including the use of optional tests is used to track pupils' progress. Target setting is well established but pupils are not always aware of them in a way which informs their learning on an ongoing basis. A wide-ranging and well-focussed programme of staff development ensures that teachers can keep abreast with developments in the subject. There is a highly appropriate development plan for the subject but evaluation criteria are not consistently related to the impact of development on learning and progress.

MATHEMATICS

79. The standards in mathematics are well above average compared with those expected from most eleven-year-olds. Because a high proportion of higher and average attaining pupils achieve levels above national expectations and lower attaining pupils in line, attainment at the end of Year 6 is judged to be well above average. This represents maintenance of the very good standards reported at the time of the previous inspection. Current judgements are better than the National Curriculum assessment test results for 2001, which were above average against schools nationally and against similar schools. Unconfirmed results for the 2002 National Curriculum assessment tests show some further improvement. Pupils enter school with average attainment and therefore the achievement of all groups of pupils, including those with special educational needs and pupils with English as an additional language is very good throughout the school.
80. By Year 6, pupils' knowledge and understanding of number is very good. Pupils can calculate, using all four operations with numbers to two decimal places and they apply these skills well when solving problems. Higher attaining pupils have built a very secure knowledge and understanding of fractions and decimals, and apply these to good effect. A strong feature in pupils' learning is their ability to use and apply their number skills effectively in mathematics and other subjects such as science and design and technology. Their mental skills are very good and they quickly and accurately convert between English pounds and Euros. They are also able to work out how to reverse the process when converting amounts back into English pounds. Their good knowledge of decimals was demonstrated when they worked competently in converting currencies.
81. Pupils have a thorough understanding of shape and angle. They can draw and measure angles

accurately to the nearest degree and have a very good knowledge of the properties of different triangles and quadrilaterals. Pupils readily find the areas of irregular shapes by splitting into quadrilaterals, working out the measurements from information given and then calculating the area of each part and then the whole shape. Whilst working across the mathematics and numeracy curriculum, pupils show that they have very good skills in using and applying their knowledge and understanding to solve problems and work out strategies to answer questions. Pupils handle data well and process a sample to produce frequency diagrams and calculate the different forms of averages. Lower attaining pupils work with simple data samples, whilst average and higher attaining pupils work well with more complex samples. Information and communication technology was used satisfactorily by Year 5 pupils in handling statistical data.

82. Extension groups ensure that pupils of higher attainment attain the high standards of which they are capable. Currently a group of 16 higher attaining Year 5 pupils are taught as a group once a week and are given highly challenging work. Already, their standards are well in advance of those expected for pupils of this age, and this was all demonstrated in one 45-minute lesson. They very quickly and competently added and subtracted negative numbers. They showed a very wide understanding of measure and knew what makes standard units of measure, standard. They talked about this with understanding and gave their explanations clearly. They were able to calculate areas of triangles by using a formula. They showed a very good understanding of shape and space when they were able to draw accurately the different faces of three-dimensional shapes and also to make three-dimensional drawings on isometric paper.
83. Pupils work hard at mathematics throughout the school. They enjoy the challenges set by their teachers and find mathematics stimulating and enjoyable. They behave very well in lessons and pay full attention to their teachers at all times. Even when the pace of the lesson is rapid and new ideas are being introduced at a quick pace, their levels of concentration enable them to keep up with the teacher. This has a positive impact on the quality of learning. However, although still satisfactory, when the pace slackens or the task is less interesting, the level of their concentration is not as good. Pupils work well together and share ideas to good effect.
84. The quality of teaching is very good. The quality of teaching seen during the week of the inspection was never less than satisfactory and was more often very good or excellent. This is an improvement on judgements made at the time of the previous inspection. Opening activities are effective at focusing in on the main learning objectives of lessons and in directing pupils' attention appropriately. Lesson planning is good. Teachers' very good use of day-to-day assessment ensures that activities successfully meet the requirements of the full ability range in each class. These also show the high expectations that teachers have of their pupils. They move pupils on at a quick pace whilst ensuring that pupils are capable of taking the next step. This ensures that all pupils achieve well. A wide variety of methods, such as whole class discussion, group work and individual tasks are used to suit the different activity at different parts in the lesson. Teachers have very good subject knowledge and confidently and clearly explain procedures and how to solve questions. Teachers' very good subject knowledge of problem solving techniques, for example, is also used effectively to extend learning. Behaviour management techniques are very good. Teachers settle classes before talking to them and pupils are kept working at a very good pace. Opportunities for the use of information and communication technology to support work in mathematics are insufficient.
85. Curriculum co-ordination is very good. The subject leader has a clear determination to maintain high standards. She has excellent management skills and provides high levels of support and guidance for other staff. There is a very good curriculum, which ensures full coverage of the National Numeracy Strategy and the National Curriculum and provides very good opportunity for pupils at levels of attainment to make very good progress. Assessment procedures provide very good information about the progress that pupils are making and this data is used very well to ensure that all achieve highly.

SCIENCE

86. The results of the 2001 National Assessment Tests were slightly above the national average for pupils aged eleven. Inspection findings indicate that currently, standards for eleven-year-olds are above those normally expected for pupils of this age. This represents a similar picture to that of the previous inspection and indicates that the school has securely maintained its standards over the last four years.
87. Pupils develop good investigation skills and build effectively on previous experiences of carrying out experiments. They progressively build good levels of knowledge and understanding across a wide range of scientific topics. In Year 3, pupils carry out an investigation competently to find out what materials will allow light to pass through. They confidently make predictions using a fair test to confirm their hypotheses. They are able to use measuring instruments accurately such as a Newton meter to see how far an elastic band will stretch and discovered that it depended on the force acting upon it. In Year 4, pupils classify organisms according to observable features and use a key to identify and group different animals. In Year 5, pupils understand that condensation occurs when a gas turns to a liquid and their good knowledge and understanding enables them to link condensation and evaporation as reverse processes. By the end of Year 6, pupils investigate reflected light and develop a good level of understanding through this. The scrutiny of work reveals the good extent of pupils' learning on materials, circuitry in electricity, the human body and its organs and the needs of plants to survive and grow.
88. The quality of teaching and learning is good. Teachers plan their lessons well with an emphasis on practical and investigative work, ensuring that pupils have 'hands on' experience. They pay particular attention to promoting opportunities for pupils to explain their ideas so that they clarify their thinking. Their good use of day-to-day assessment of pupils' work ensures appropriate challenge and focused work with good explanation. Teachers' good subject knowledge supports well the development of basic skills such as correct use of scientific vocabulary and investigation skills. Teachers have good relationships with their pupils and have very high expectations of work and behaviour. These good aspects of teaching have had a positive effect in raising standards in science within the school.
89. Pupils respond well to often very probing questioning. Pupils' behaviour is good and they show independence in collecting and returning pieces of equipment. They have very good attitudes and behave well in lessons.
90. Leadership and management of this subject are good. Since the previous inspection the school has worked hard to raise the standard and profile of science in the school, and in this it has been effective. The scheme of work provides appropriate guidance and the curriculum is broad and balanced. Assessments are made effectively and data from national tests are analysed to identify strengths and weaknesses in the curriculum. This information is used effectively to inform future planning. The planned programme of monitoring teaching and learning has established good practice and helped to maintain quality in teaching and learning.

ART AND DESIGN

91. Pupils' attainment by the end of Year 6 is well above national expectations with good improvement since the last inspection. All pupils, including those with special educational needs and those with English as an additional language achieve very well as they learn a range of techniques and styles often using the work of other artists to inspire them and employ appropriate techniques to communicate their ideas. The majority of pupils use their sketchbooks very well to gather ideas and test particular techniques.

92. In Year 4, pupils explore ideas for designing and decorating a picture frame. They brainstorm and share ideas, taking account of the restricted area to be decorated, suggesting that the design should be simple with some repeated patterns. With the support of the teacher, they investigated the correct brush technique when using acrylic paint and the amount they needed to use. However pupils are less sure and more tentative when they evaluate their work. By Year 6, pupils build on skills acquired earlier and gain in confidence in drawing and use their sketchbooks judiciously for the purpose. In their work in ceramics and printing, they demonstrated good knowledge and skills in rolling and cutting clay and showed imagination in decorating tiles and vases, using techniques of glazing. Pupils develop art skills satisfactorily through the use of an art program.
93. The quality of teaching is good. This is based on one observed lesson, scrutinising teachers' planning and art display and on discussion with teachers and pupils. In the lesson seen, the teacher focused pupils' attention on key ideas and skills when good use was made of visual demonstration to show specific skills, such as using the correct amount of paint for different size brushes. The teacher intervened effectively to guide pupils and to ensure that they were working to expectations. Effective use of pause was used well to draw pupils' attention to particular skills or outcomes they should have been aiming for. Pupils are encouraged to evaluate their work as they progress and this provides a good source of day-to-day assessment.
94. Curriculum co-ordination is good. The subject leader is enthusiastic and has good subject knowledge, which she uses well in providing guidance and support for her colleagues. Clear priorities to develop the subject are identified but the evaluation criteria are not sufficiently linked to the potential impact of development on pupils' progress. The art curriculum is enhanced through the regular focus on the work of artists, the use of an exhibition to celebrate effectively pupils' work and an art club for Year 4 pupils. The subject is well used to promote pupils' insights into other cultures with good examples covering aboriginal, African, Celtic and Indian art. Display is used very effectively to stimulate pupils' artwork and to celebrate their achievement. There is a very good range of resources and these are carefully audited and well used. However, the use of information and communication technology is underdeveloped.

DESIGN AND TECHNOLOGY

95. All pupils including those with special educational needs and with English as an additional language make good progress in design and technology and standards at the end of Year 6 are above those expected for pupils of this age. This represents a very good level of improvement since the last inspection, when standards were below those expected for pupils of this age. At that time they did not have the opportunity to experience the full range of design and technology. This has also been addressed and pupils now cover the full range of the National Curriculum requirements.
96. Pupils understand that design and technology is about developing ideas for making things and that they make models as well as other objects for a purpose. Their ability to generate and communicate ideas for making things improves appropriately over time. They progress suitably to learning to modify ideas when necessary and to evaluate the end product against original intentions. As they get older, pupils develop their skills through experimenting with different ways of cutting, shaping and joining components. Pupils in Years 3 and 4 develop design skills well. They share ideas for making things and communicate effectively through simple drawings. They evaluate the finished product by seeing whether it fits the purpose and compare it with their original intentions. Pupils' evaluations and on-going assessment of their work is a strong feature of design and technology and supports the good progress and high standards.
97. This good progress continues through Year 4, where pupils were designing a pop-out greeting card. They had experimented and tried out a number of different mechanisms and models. Their next planned task was to use the evaluations of their work to select the favourite style and to

produce a quality card. Year 5 pupils made a money container, sewing the fabric together successfully and paying careful attention to the practicalities of the purse and also to making it attractive. Pupils in Year 6 have made good quality moving toys. By using offset cams and turning handles, they made parts move, such as the roof of a convertible car lifting and lowering or a parrot turning and rising up on its perch. In all their work, each of the elements of the design and technology curriculum, planning, designing, choosing materials, making prototypes, making, finishing and evaluating is well represented and the pupils are encouraged to think of the quality of finish throughout the process.

98. The quality of teaching and learning is good. Pupils enjoy design and technology, and are interested and behave well. This is a result of the good teaching seen throughout the inspection week. Teachers are knowledgeable, and choose activities that help pupils understand the reasons for the designs of things. For example, in Year 5, pupils were made aware of the need to have secure stitching and no holes so that the purse would retain their money safely. In the best lessons, teachers respect pupils' ideas and applaud creativity. Tasks are challenging and provide good opportunities for independent and collaborative work, to which pupils respond with enthusiasm. Good quality teaching and effective planning enable pupils to learn a good range of designing, evaluating and making skills effectively. There is no evidence that information and communication technology is used effectively in supporting the design process.
99. Curriculum co-ordination is good, supports the good quality provision and leads to good standards. The school has a scheme of work based on national guidelines. There is a good range of tools and equipment, all of which are suitable for use by pupils of this age. Effective use is made of pupils' on-going evaluations to support the good assessment procedures. Design and technology makes an important contribution to the development of pupils' social skills. They are enabled to work in teams, to make decisions and solve problems. Good opportunities also exist for employing literacy and numeracy skills in the exchange of ideas, evaluations of products and in measuring components.

GEOGRAPHY

100. By the end of Year 6, standards are in line with those expected nationally for pupils of this age. Although, standards overall remain the same as in the previous report, the recently appointed co-ordinator has made great strides in reconsidering and reorganising the scheme of work as well as improving resources. Evidence of improvement can be seen and standards are showing an upward trend. All pupils, including those with special educational needs and pupils with English as an additional language make satisfactory progress throughout the school.
101. Pupils' skills develop progressively as they move through the school. In Year 3, pupils study weather patterns and are able to reproduce them in different graph forms. They analyse their findings satisfactorily to discuss and explain aspects of weather and climate, and how it affects the lives of people in different climates. In Year 4, pupils study the economic and conservation issues of the Amazon rainforest, raising moral issues for discussion. Pupils in both these year groups develop their mapping skills well. They begin with tabletop mapping, which progresses to maps of countries and continents. Pupils use co-ordinates, grids and keys well in this work. By the end of Year 6, pupils study a good range of features of localities, which contrast with their own, such as St. Lucia in the Caribbean. They are able to discuss effectively an appropriate range of different features, such as climate and crops and their impact on the lives of people who live there. In contrast they study types of farming on the Isle of Wight and identify different crops. They develop a sound understanding of physical features of geography, such as soil erosion in their studies of the Isle of Wight. This makes a very good contribution to pupils' cultural awareness. Pupils use geographical vocabulary well and with good levels of understanding.
102. Teaching and learning are satisfactory overall. In the lessons observed, learning objectives were

carefully shared with pupils and lessons are well set in the context of previous work. Work is suitably planned to motivate pupils and the practical approaches in the investigation on streams and improvement of a local area is motivating enthusiasm in the subject. Teachers plan well and use the locality around the school as a good resource for learning. Scrutiny of work reveals that work is planned to be appropriate for the different levels of attainment in mixed-ability classes and is presented well.

103. Pupils have very positive attitudes towards the subject. They work well both independently and within groups and subsequently present their findings to the class as was observed in a Year 3 lesson. Pupils are well motivated and respond well to the opportunity to discuss what they are doing. Effective questioning by teachers elicits good responses using geographical vocabulary.
104. Leadership and management of the subject are good. The co-ordinator has only recently assumed responsibility for this area. However, she is enthusiastic and knowledgeable about what is required and has a good understanding of the most effective way in which the locality may be used. The scheme of work is appropriate and assessment is being used to effectively measure the progress being made by the pupils. Resources have improved and are now good. Monitoring of planning of the subject is secure but teaching, learning and standards pupils attain are not formally monitored. The co-ordinator has identified appropriate strategies to raise standards in this subject.

HISTORY

105. Standards in history are above the national expectations for pupils at the end of Year 6. This represents an improvement from the previous inspection, when standards were satisfactory. All pupils, including those with special educational needs and those with English as an additional language, make good progress. Due to the organisation of the timetable it was not possible to observe any lessons during the inspection, but the judgement made is based on evidence from scrutiny of work, end of unit tests and on interview with Year 6 pupils. This particular aspect gave good insight into their knowledge and understanding of aspects of World War II, and also how well they had used their skills for enquiry.
106. Pupils in Year 3 acquire good levels of knowledge and understanding of ancient Egypt and consider such aspects as the effect the flooding of the Nile had upon the people, the houses they lived in and the gods and goddesses they worshipped. In Year 4, pupils' knowledge is extended to life in the times of the Romans. They study the Roman Invasion and compare the difference between Celtic and Roman settlements. As pupils progress to Year 5 they compare and contrast the lives of the poor and the rich in Tudor Times. Their skills of enquiry are well promoted when they use their research skills to identify the possessions of the rich and those who were less fortunate. They consider such aspects as work, clothes, food, environment and crime and punishment. By the end of Year 6, pupils' work reveals a good standard. They discussed the cause and effect of World War II and illustrated this with their knowledge of evacuation, rationing, the Blitz and the different weapons used. They effectively investigated what life was like, using first hand evidence of people who had lived through the war years.
107. The quality of teaching is good. Teaching encourages positive attitudes, clearly seen in the care that pupils take with the presentation of their work. Teachers clearly have made pupils enthusiastic to learn. Lessons are obviously delivered in an exciting manner and fire pupils' imagination. They recounted their learning with enthusiasm. Planning is good and carefully linked to the scheme of work but planning omits information and communication technology.
108. The subject is managed effectively. The co-ordinator monitors the planning, but there is as yet, no rigorous monitoring of teaching, learning and standards. However, the school acknowledges this and is identifying strategies to resolve this problem. Resources are satisfactory and, although sufficient to deliver the curriculum, require more artefacts and computer software in order to raise standards even further.

INFORMATION AND COMMUNICATION TECHNOLOGY

109. Standards in information and communication technology are below those expected for pupils In Year 6. This is because there are too few resources at the school, and because the planned curriculum does not allow sufficient time allocation for the teaching of the subject. However, all groups of pupils, including those with special educational needs and pupils with English as an additional language currently make satisfactory progress. This is because significant improvements in provision have been made since the previous inspection, and standards are beginning to rise. Increased teachers' skills and confidence, and some good new resources support the signs of improvement.
110. In all year groups, not enough time is spent on the teaching of information and communication technology skills, and there is insufficient use of the subject to support other areas of the curriculum. Pupils in Years 5 and 6 however, were observed making good progress during their lessons. By the time they reach the end of Year 6, most pupils can use computers competently to present their work. They import pictures into text and begin to add simple animations as they create a presentation. They are beginning to collate data and insert it into a spreadsheet so that they can present their information in graph form. However, pupils are not yet able to interrogate or fully interpret this information for themselves, and some pupils still lack confidence in basic information technology skills. During one lesson, pupils were heard asking how to 'delete' or 'change' information, how to 'move' the cursor up and down, and how to 'retrieve' certain information. Records show that this is because they do not have enough time in each year group to practise and perfect these basic skills.
111. The quality of teaching and learning in information and communication technology is good in lessons. This is because it is taught by the co-ordinator who is very skilled and experienced. However, she does not have enough time with each group to raise standards further. Staff skills have improved significantly since the previous inspection and recent training has improved confidence. Teachers are beginning to plan opportunities to use information and communication technology within other subjects. For example, a group of Year 5 pupils were observed using the computer suite to develop their knowledge and skills of handling data. They were able to enter data efficiently on to the spreadsheet and benefited from the good support that they received. They made good progress due to high levels of support and good use of resources. In literacy, teachers are beginning to plan the use of information and communication technology to help pupils present their stories and poems. In art and design there is also evidence of the use of a good art package to develop artistic skills. However, overall too few planned opportunities are created to further improve standards or help pupils understand the benefits of information and communication technology in the wider curriculum.
112. Pupils have positive attitudes towards their work in information and communication technology. They enjoy working at the computers and most show pride in their achievement. They mostly sit patiently and listen to teachers' instructions carefully and the great majority confidently put their knowledge and understanding into practice satisfactorily. Although pupils have to share computers, they generally do this without fuss and pupils are fully included and have equal access to the practical experiences offered.
113. Leadership of the subject is satisfactory overall. Very good development planning implies that the school has rightly identified the weaknesses in the subject and is moving towards improved provision over the coming terms. The lack of sufficient resources for the subject, despite some good new systems, is a major weakness, as is the lack of planned time for teaching and learning, and the lack of opportunity to monitor standards.

MUSIC

114. Standards in music are broadly in line with those expected nationally for pupils at the end of Year 6. This represents good improvement since the previous inspection. Standards in Year 3 are high. This is because pupils in the other year groups have not had sufficient time to improve their skills since the implementation of the new music activities and to benefit from the guidance of the new co-ordinator. Standards in composing are good across the school. Currently, all groups of pupils achieve well.
115. Pupils in Year 3 achieve high standards in listening, appraising, performing and composing. They were observed working towards an orchestral production of a piece of music linked to a Russian poem about a 'scary witch', discussing and experimenting with many different sounds as they tried to find the 'scariest' ones. They showed a mature and sensible approach to playing together as they waited for their turn and listened carefully to others. In Year 4, pupils listened quietly to a New Zealand dance, showing good awareness of a different culture. They showed appropriate understanding that different 'sounds' came from different cultures, quoting the Spanish tango and the Aborigine sounds from the 'didjeridu'. Pupils were able to create a composition for themselves based on a 'stick dance', showing a good sense of rhythm. In Year 5, pupils listened well to a Navajo Indian song, singing in tune with clear diction, control and pitch. They were able to follow instructions carefully, exploring the sounds that different instruments made. Pupils in Year 6 sing well in the choir, keep a tune well and have a good sense of phrase. The high level of additional peripatetic tuition in the school is helping to raise standards significantly.
116. The quality of teaching and learning in music is good, and has improved since the previous inspection. The new co-ordinator has provided training and support to enable teachers to feel confident in their teaching and this is helping to raise standards across the school. Teachers plan their lessons very well, with a good range of progressive activities to ensure that good progress is made in all lessons. There is evidence that past musical experiences are limited for older pupils and this has an impact on the standards that they currently achieve. Hence, Year 3 pupils often achieve higher standards, due to good recent experiences.
117. Pupils enjoy music lessons and join in with enthusiasm. They are keen to share their ideas, support and listen to each other. They co-operate well in a group and take turns. In one lesson their enthusiasm to use the instruments prevented them from listening to instructions and responding effectively to the task.
118. Leadership of music is new, and not yet fully established. It is currently satisfactory overall, but there is good evidence of future plans to further improve monitoring, expertise and confidence. A good range of resources enhances the provision, and the music room is a real strength, which enables good access for teachers and pupils. Music is valued in the school, and the performances of pupils in assemblies are a real strength.

PHYSICAL EDUCATION

119. By the age of 11 standards of attainment far exceed the national expectation in games, athletics and swimming. Evidence indicates that standards attained in gymnastics, dance and adventurous activities by the same age are above the national expectation. Standards achieved are very good overall and reflect the demanding teaching based on very good subject knowledge and delivered at a rapid pace. This is a very significant improvement since the last inspection and is due largely to the very effective co-ordination of the subject and the enthusiasm of all teachers, which ensures that the subject has a high profile on the school's curriculum.
120. By age 11, pupils have a very good grasp of the techniques required to improve their performance in running, both short distance sprints and long distance running. Their knowledge of the importance of fitness for good health is very good. Due to the excellent coaching by their

teachers they have developed very good technique in throwing a javelin and have grasped the importance of footwork in playing tennis. Pupils do exceptionally well in borough athletics events and also in the borough organised football and netball events. The way in which all pupils are included in the development of games skills and improving their performance in running and field events is excellent. The successes of all pupils are celebrated and this results in pupils making noticeable gains in confidence, which in turn improves their development of important games and athletics skills. By age 11, all pupils swim at least 25 metres and many are very competent swimmers who compete in gala events within the borough. The stroke technique, positioning of the head and grasp of breathing technique on the part of many pupils is very good. It is evident that these activities are greatly enjoyed by the pupils who have much fun and laughter in learning. Dance makes a very significant contribution to pupils' awareness of cultural diversity. The Indian dance was superb!

121. Gains in learning are very good throughout the school. In a Year 3 games lesson, pupils made very good progress in striking a tennis ball using both a forehand and backhand stroke because of the very good subject knowledge of the teacher. In a Year 4 lesson, pupils made very good gains in throwing a javelin because of skilful teaching based on very good and detailed subject knowledge. In a Year 5 lesson, gains in running technique and style were excellent because the confident and secure relationship that the pupils had with their teacher resulted in all pupils applying the techniques taught such as lifting their knees and using good arm action in order to improve their performance.
122. The subject makes a very valuable contribution to pupils' personal development. All lessons observed encouraged pupils to take responsibility for putting the equipment out and collecting it in after the lesson had finished. Pupils gained in confidence as they demonstrated important techniques to other pupils in the class. All were given opportunity to evaluate their own performance and also that of others in the group. This contributed significantly to their maturity. Pupils' enjoyment and sense of fun in learning makes a very significant contribution to their very good progress. Excellent collaboration was observed during games and athletics lessons and pupils worked very well in paired, group and team activities. All have grasped the importance of fair play and so the subject contributes significantly to their moral development.
123. The quality of teaching is very good overall. It ranges from good to excellent. Excellent subject knowledge, outstandingly good behaviour management and rapid pace results in very good gains being made in learning. The practical tips on how to improve performance are taken on board by all pupils in a very secure and safe environment. Because pupils are so happy in their learning they are prepared to take safe risks to improve their performance. Teachers are not afraid to get pupils' hearts pumping and this results in an improved level of fitness. All teaching successfully includes pupils of all abilities and aptitudes. Enthusiasm on the part of the teachers inspires all pupils to do their very best. At times pupils are surprised at just how well they do achieve. Excellent behaviour management and the very effective deployment of a classroom assistant ensured that pupils with very challenging behaviour associated with special educational needs are fully included in the activity and made very good progress.
124. The co-ordination of the subject is very good. A very good assessment procedure has been successfully piloted by the co-ordinator with the aim of launching it throughout the school in September. Resources are very good and significantly contribute to pupils' learning. Very good use is made of extra-curricular clubs to support and enhance learning. Partnerships with clubs in the community enhance learning in the subject. The school has been successful in achieving the Active-Mark Gold award, which celebrates its excellent practice and confirms the commitment on the part of the school to improve even further.

RELIGIOUS EDUCATION

125. Standards in religious education for pupils aged 11 are well below those expected in the locally agreed syllabus for religious education. Progress throughout Years 3 to 6 is unsatisfactory because of the unsatisfactory teaching. The provision for and standards in religious education are worse than at the time of the last inspection even though it was identified as a key issue for improvement at that time. A problem in the co-ordination of the subject and the low status attributed to the subject in Year 6 are contributory factors to the very low standards.
126. Teachers' subject knowledge is not secure and the teachers lack confidence in their teaching of this subject. The same subject content is sometimes taught to different year groups at no greater depth. The subject has a very low profile in Year 6 and so pupils in this year group are not enthused about their experience of religious education and their knowledge and understanding is very weak. The scheme of work developed by the school does not always accurately reflect the curriculum maps in the locally agreed syllabus.
127. Since the sudden departure of the co-ordinator for the subject some of these weaknesses have been identified by the deputy headteacher who has been bridging a gap in the leadership and management of this subject. She has recognised that the subject does not make a strong enough contribution to raising pupils' awareness of cultural diversity and that the co-ordination of the subject has been particularly weak in Year 6. Steps have already been taken to improve the situation but these have not had time to make an effective impact on raising standards. A redeeming feature has been the appointment of a keen and enthusiastic co-ordinator to lead and manage the subject from September 2002. The senior management recognises that she will need considerable support in raising the status of the subject.
128. By Year 6 pupils do not have a secure knowledge and understanding of places of worship, different holy books, religious festivals or founders of different religions. Their knowledge and understanding is very muddled. For example when interviewed it was evident that they confused a mosque with a synagogue and the founder of Judaism with the founder of Islam. Their understanding of religious festivals is poor. They have failed to grasp the importance of religious symbols. For example although they had studied the '5 Ks' in a unit of work on Sikhism in Year 5, they were totally clueless as to the symbolic significance of the kanga and the kirpan. Many thought that Hindus believe in 'lots of different gods' and this is particularly disturbing as not only is it factually incorrect it leads to a total misrepresentation of the Hindu religion. Analysis of work indicates that Years 4 and 5 are also not sufficiently secure in their knowledge and understanding of religious education and that there are very considerable inconsistencies in standards across different classes in the same year group. The scrutiny of work in one Year 5 class suggests that the teacher has muddled personal, social and health education with religious education in her planning and thinking. Although slightly better in Year 3, standards remain well below those expected of pupils of that age following a programme of study based on the locally agreed syllabus. Their knowledge of Moses and the delivery of the Israelites from slavery in Egypt is weak.
129. Progress in lessons is variable. It is at best satisfactory and sometimes poor. Short-term gains in learning are unsatisfactory overall. Detailed analysis of pupils' work indicates strongly that progress over time is also unsatisfactory. Coverage of the same content contributes to unsatisfactory progress, as does the failure to teach the subject regularly, particularly in a Year 6 class. In addition, the poor teaching observed in a Year 6 class, resulted in the pupils being so bored that very few were listening and so failed to make any progress in their understanding of fundamental similarities and differences between Christianity and Islam.
130. Pupils are not enthused and excited by this subject. Consequently many switch off because they are bored and this contributes very significantly to the unsatisfactory progress they make. However, in the Year 3 lesson observed where the teacher made effective use of a Seder plate in her teaching about Pesach, pupils made satisfactory gains in their learning. Because these Year 3 pupils had a secure relationship with their teacher they had the confidence to ask her sensible

questions about the Seder meal and because the teacher knew most of the answers they made satisfactory progress. In the two Year 6 lessons observed the teachers' weak subject knowledge resulted in them not being able to answer pupils' questions and so progress in important aspects of both lessons was unsatisfactory, and in one of these lessons progress was poor overall.

131. The quality of teaching is unsatisfactory overall, although it ranged from satisfactory to poor. In less successful lessons, teachers' subject knowledge and lesson structure was weak in some respects and far too much content was crammed into one lesson. The outcome was that the pupils grasped one planned outcome quite well but did not grasp the other two planned learning outcomes at any great depth of understanding. Not all teachers are secure in how to best use resources, particularly religious artefacts, as they are not always confident themselves in handling them. Poor classroom management resulted in some quite unacceptable behaviour as pupils became bored and switched off and made no progress. Scrutiny of work indicates that the quality of teaching and learning throughout the school is unsatisfactory overall. It is very inconsistent within some year groups. Some teachers are more confident than others and also more secure in their knowledge. Most are interested in the subject and keen to improve the position of this weak subject in the school.
132. Curriculum co-ordination is unsatisfactory. Weaknesses in the co-ordination of the subject were caused largely by the recent lack of a permanent co-ordinator. The school's emphasis on literacy and numeracy in Year 6 has also contributed to the low profile of the subject. Although there has been a significant investment in resources since the last inspection, they are not used effectively. The school have identified themselves that they would benefit from training to how to best use them to support their teaching. Links with the church are secure but pupils have not visited a nearby gurdwara or mosque and this is a weakness. Currently the subject does not make a sufficiently strong contribution to pupils' spiritual development, nor does it make an effective contribution to pupils' awareness of cultural diversity within Britain.