

INSPECTION REPORT

FERN HILL PRIMARY SCHOOL

Kingston upon Thames

LEA area: Kingston upon Thames

Unique reference number: 131097

Headteacher: Miss D Brotherston

Lead inspector: Mrs June Punnett

Dates of inspection: 8 – 10 June 2004

Inspection number: 256116

Inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll:	469
School address:	Richmond Road Kingston upon Thames Surrey
Postcode:	KT2 5PE
Telephone number:	020 8247 0300
Fax number:	020 8247 0309
E-mail address:	FHP@rbksch.org
Appropriate authority:	The governing body
Name of chair of governors:	Suzanne Lodge
Date of previous inspection:	18 May 1998

CHARACTERISTICS OF THE SCHOOL

Fern Hill Primary School is a larger than average community school for boys and girls who are 3-11 years old. Since the last inspection the school has developed from a first school into an all-through primary. The first group of Year 6 pupils left the school in 2001. It has 469 pupils organised in 14 classes, including a 52 place Nursery. The majority of pupils live in the immediate area. The social circumstances of families that attend the school are more favourable than average. The proportion of pupils eligible for free school meals is well below average. Forty-two pupils have been identified as having special educational needs, and seven have statements that outline more complex learning difficulties. Most pupils are from white ethnic backgrounds. Thirty-nine pupils from minority ethnic backgrounds are supported by a government achievement grant. Thirty-one pupils are learning English as an additional language. The school has gained a Schools Achievement Award and an Investor in People accreditation. Children's attainment on entry to the school is generally above average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17826	June Punnett	Lead inspector	Science Music Religious education
11414	Ann Bennett	Lay inspector	
10270	Sandra Teacher	Team inspector	Foundation Stage Information and communication technology
14871	Beryl Buteux	Team inspector	English Design and technology History Art and design
11190	Winifred Burke	Team inspector	Mathematics Geography,
32327	Susan Alton	Team inspector	Special educational needs Physical education

The inspection contractor was:

Open Book Inspections
6 East Point
High Street Seal
Sevenoaks
Kent
TN15 0EG

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6-8
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	9-11
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11-17
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	17-19
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	20-32
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 and 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	33

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Fern Hill Primary is a very good school and provides a good quality of education. The school provides very good value for money. Standards at the end of Years 2 and 6 are above average in English, mathematics and science. In art and design, standards are very high by the end of Year 6. Pupils reach average standards in information and communication technology. Pupils of most abilities achieve well. Teaching and learning are good overall. The leadership of the school by the headteacher is very good and parents and pupils are confident that the school is doing a very good job.

The school's main strengths and weaknesses are:

- Standards in English, mathematics and science by the end of Year 6 are well above average.
- Standards in art and design are very high.
- Pupils' attitudes to work, their personal development and the quality of relationships within the school promote a very good atmosphere in which to learn.
- Teaching is good overall, and this helps pupils to achieve well.
- The school takes very good care of its pupils.
- The provision for pupils' spiritual, moral, social and cultural development is very good.

It is not possible to reach a judgement about the overall improvement since the last inspection as the school has changed in character since then. In 1998, it catered for pupils up to Year 3 and now provides education for pupils up to Year 6.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
Reading	A	B	A	A
Writing	B	B	A	B
Mathematics	B	B	A	A

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those with similar percentages of pupils eligible for free school meals.*

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A*	A*	A*	A
Mathematics	A	A	A	C
Science	A	A	A	B

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Achievement is good overall. When they join the school, children have skills and knowledge above those expected for children aged five. Many reach the goals expected for children at the end of the Reception year. Children make good progress and achieve well.

By the end of Year 2, pupils reach standards overall that are well above average; their achievement is good. In English language and literacy skills, and mathematical skills pupils achieve well above average standards of attainment. This reflects the school's emphasis on teaching the core skills.

However, in science by the end of Year 2 evidence suggests that standards are average; this means they are not as high as at the time of the last inspection. In information and communication technology (ICT), standards of attainment by the end of Year 2 and Year 6 are average.

By the end of Year 6, standards are well above average in the work seen during the inspection, and this represents good achievement. Pupils with special educational needs are supported effectively. They make good progress and achieve well in relation to their prior attainment. Pupils with English as an additional language achieve satisfactorily; the school has insufficiently rigorous systems in place to track their progress.

Pupils' personal qualities are very good. Their attitudes and behaviour are very good, and attendance is better than the national picture. Pupils' spiritual, moral, social and cultural development is very good overall, and this has a positive impact on their attitudes to learning.

QUALITY OF EDUCATION

The quality of education provided by the school is good. The curriculum is very good and is enriched very well with activities outside lessons.

Teaching and learning are good overall. Most teachers have appropriate expectations of pupils in their class. Lesson plans do not, however, always clearly identify the activities for the pupils who speak English as an additional language. As a result, these pupils do not achieve as well as they might. Teachers plan interesting lessons and pupils enjoy learning. Most lessons move at a brisk pace and pupils work hard, contributing enthusiastically in lessons. Teaching assistants effectively support pupils with special educational needs so that they can make good progress. Pupils' literacy and numeracy skills are promoted well in most subjects.

The curriculum is very good in Years 1 to 6, and good in the Foundation Stage. It is enriched with many extra activities including sport. The school has developed very good links with parents. Resources are good in many subjects and this supports teaching and learning effectively. The accommodation is good with well-maintained grounds. However, the issue raised at the last inspection about the ventilation during hot weather has yet to be satisfactorily addressed.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The leadership of the headteacher is very good. The headteacher and governors have focused on developing and maintaining the school's ethos, and despite changes in staff in the recent past, as a result of a growing school, have been successful. Key staff play an effective role in leading subjects; however, some are inexperienced in leading their areas. This results in a few staff still developing their roles within the school's management structure. Governors are very supportive of the school and fulfil all statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils are very supportive of the school and think it is doing a very good job. Pupils enjoy coming to school and know the routines and expectations.

IMPROVEMENTS NEEDED

To build on the current good practices, and to develop the school further the school should:

- Ensure all staff share the 'assessment for learning' strategies seen in best practice.
- Improve electronic systems of record keeping, data storage and retrieval, linking information gained from academic, pastoral, social and attendance records in order to see the 'big picture', when setting targets for individuals and groups of pupils.

- Improve lesson planning in order to raise the attainment and the rate of progress of pupils with English as an additional language.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

By Year 6, pupils reach standards that are well above average in English, mathematics and science. Standards in religious education are above average by the end of Years 2 and 6; in art and design they are very high. Standards in information and communication technology (ICT) are average by the end of Years 2 and 6. In physical education, standards by the end of Year 2 are average, and by the end of Year 6 are above average. No secure judgements could be made about standards in other subjects.

Main strengths and weaknesses

- Standards are well above average in English, mathematics, science, and very high in art and design by the end of Year 6.
- Standards in physical education and religious education are above average by the end of Year 6.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
Reading	18.0 (16.9)	15.7 (15.8)
Writing	15.9 (15.4)	14.6 (14.4)
Mathematics	18.5 (17.3)	16.3 (16.5)

There were 60 pupils in the year group. Figures in brackets are for the previous year

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	29.6 (30.9)	26.8 (27.0)
Mathematics	28.5 (29.8)	26.8 (26.7)
Science	30.2 (31.2)	28.6 (28.3)

There were 57 pupils in the year group. Figures in brackets are for the previous year.

1. When children join the school in the Nursery classes they have above average skills and knowledge in many areas of learning. The Reception classes build successfully on this achievement, and by the time children join Year 1 many reach above average standards in most areas of learning. By the time pupils reach Year 2, the standards overall are well above average in the key areas of reading, writing and mathematics. This represents good achievement.
2. In recent years, test results have been maintained for pupils in Year 2 and Year 6. In work seen, pupils in Year 2 and Year 6 reach standards in English that are well above average. In mathematics, pupils achieve well and, in work seen, they reach well above average standards. This is because there is a strong focus on high achievement in the school. The work seen showed that standards in science are well above average in Year 6 and average in Year 2. This represents good achievement for most pupils. The higher-attaining pupils are challenged well in lessons.

3. In art and design, pupils attain very high standards both in Year 2 and Year 6. In religious education, standards in Years 2 and 6 are above average and pupils achieve well. In information and communication technology, standards are average across the school. In physical education they are average in Year 2 and above average in Year 6. In design and technology, geography, history and music there was insufficient evidence to judge overall standards. Across the school, pupils with special educational needs are supported well. Pupils who speak English as an additional language achieve satisfactorily. The more able pupils have appropriate and challenging work in lessons so that they make good progress and achieve well. Boys and girls achieve equally well.
4. The number of pupils with special educational needs, and with statements of educational need is below the national average. The progress of pupils with special educational needs is very closely monitored and they achieve well in line with their abilities. The provision is very good and has been improved since the last inspection. Individual education plans are well written to reflect pupils' needs. These plans are regularly reviewed and used well by class teachers and teaching assistants.
5. Provision for pupils who speak English as an additional language is satisfactory overall. There has been a sharp increase in numbers recently and to meet this demand the school has devised schemes for teaching and appointed a part-time teacher to support the learning of pupils whose mother tongue is not English. Seventeen pupils benefit from intensive teaching and they are withdrawn from lessons or supported in small groups within the classroom. As a result pupils are making sound progress in relation to their prior attainment although they do not yet reach higher levels in the national curriculum tests.

Pupils' attitudes, values and other personal qualities

Attendance is very good. Pupils have a hunger for learning, and an enthusiasm for school activities. Pupils make great strides in their personal development because of the school's very good contribution.

Main strengths and weaknesses

- Attendance and punctuality are very good because of parents' strong support.
- Pupils have very good attitudes towards school.
- Pupils behave very well.
- Provision for pupils' spiritual, moral, social and cultural development is very good.
- Relationships within the school are excellent.

Commentary

6. Pupils are happy to come to school. Attendance is very good, and has been for a number of years. Almost all pupils arrive punctually in the mornings, and unauthorised absence is very low, because parents are very supportive.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.1
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.5

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

7. In lessons, pupils have very good attitudes towards learning. They pay good attention, work willingly with partners, and are able to talk with them confidently. This is best in exciting

lessons, with high quality teaching and where they are confidently managed. Pupils want to learn, expect to be challenged and are encouraged to improve their work. Relationships within school are excellent, and this promotes high standards.

8. Pupils behave very well in class and around the school. They occupy themselves without fuss at break and lunch times because there are plenty of things for them to do, with high quality playground equipment, gardens, and quiet shaded areas and seating. Pupils play together well in mixed friendship groups, with no sign of any of anti-social behaviour. The social skills assistant is on duty at lunchtimes, and is able to observe and help to resolve minor disputes or to identify those children who are alone. Her small group work with pupils from the same school year is a very good resource for teachers because she is able to focus on one aspect, like low self esteem, or anger, and encourage its resolution. The school also makes very good provision for pupils' social development by encouraging independence and responsibility. For example, older pupils are paired with younger ones for support as they start as juniors. Candidates for the school council are democratically elected after making speeches. Roles of responsibility, such as school council members and prefects, contribute to pupils' understanding of living in a community.
9. There have been no exclusions in the last school year.
10. There are high expectations of good behaviour, and these are mostly met. The school promotes courtesy and politeness well, and adults are good role models. There have been no recent exclusions. There are well-understood rewards and sanctions, which give clear boundaries promoting pupils' very good moral development. The personal, social, health education and citizenship programme (PSHE&C) introduces pupils to moral issues such as endangered animal species. Pupils are encouraged in their own fund-raising activities for charities of their choice.
11. There is very good provision for pupils' spiritual and their cultural development. Displays of art and other work throughout the school show a thoughtfulness and sensitivity, which indicates that teachers take many curriculum opportunities to encourage pupils to consider emotions and feelings. Pupils pay good attention during assemblies. These are used well to link spiritual themes to everyday life. Within religious education, pupils find out about other faiths, and are able to visit places of worship. Art makes a particularly strong contribution to pupils' cultural development, alongside visitors from different ethnic groups, and special days when pupils may come to school dressed in the traditional clothes from another country. However, some parents have concerns that music does not contribute enough.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good.

Teaching and learning

Teaching and learning are good overall.

Main strengths and weaknesses

- Teachers have good subject knowledge.
- Teaching assistants are used well to support pupils with special educational needs so that they can achieve well; relationships are excellent.
- Higher-attaining pupils achieve well in most subjects.
- The assessment of EAL pupils' progress is insufficiently rigorous and lesson plans do not always cater for their needs.

Commentary

Summary of teaching observed during the inspection in 47 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (4%)	8 (17%)	23 (49%)	14 (30%)	0 (0%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

12. Teaching across the school is good and work is matched well to the abilities of pupils. Higher-achieving pupils are well planned for, are fully included in lessons and achieve well. Teachers have good subject knowledge and this results in well-prepared, interesting lessons. Where pupils are engrossed in their learning and work well together they produce their best work. In an excellent mathematics lesson in Year 6, the teacher's use of questioning, and the 'scaffolding of thinking', enabled pupils to make excellent progress in their learning, and this resulted in very high achievement. Very high expectations for pupils' achievement, and the rigour and pace of the lesson resulted in most pupils working securely within Level 5. Satisfactory lessons are characterised by insecure behaviour management and some teachers' inability to wait until all pupils are ready to listen to instructions before the teaching begins. In a Year 1 English lesson, this meant that pupils did not always listen well to instructions and time was wasted while the teacher had to repeat her explanations. Achievement was satisfactory, but could have been even better with more attention to details.
13. Teachers consider pupils' individual needs when planning lessons, especially those with special educational needs. The lesson planning for pupils with EAL does not always take account of their needs. Adaptations and modifications to the curriculum assist the learning of pupils with special educational needs well. Teachers and support staff ensure pupils are appropriately positioned in the class in order to take full advantage of the lesson, for example a child with hearing impairment. The school provides very effective intervention in terms of support in class, short term programmes and differentiated activities. Pupils with special educational needs are grouped as appropriate to the lesson, sometimes this is by setting, other times in table groups with a teaching assistant. One to one intervention is used very effectively, as well as mixed ability groupings. This ensures that pupils with special educational needs have maximum opportunity to learn in a range of situations and develop independence.
14. Teaching throughout the school is geared to ensuring that most pupils have equal access to the full curriculum. Although class teachers are sensitive to the needs of pupils speaking English as an additional language, their lesson planning does not always show specific activities to support their learning. Assessment of these pupils' progress is not sufficiently rigorous and records are not precise enough.
15. Relationships between teachers and teaching assistants are excellent. They work closely together to plan work and ensure that pupils are fully involved in all their activities. The high quality teaching assistants make a good contribution to pupils' progress by ensuring their understanding in lessons and recording pupils' responses. Teaching assistants are very well trained and experienced. Teachers ensure they are very well briefed about the lessons including content, expectations and assessment. Teaching assistants are often very effectively involved in partnership teaching as well as leading group and individual activities. Support staff find different ways to explain tasks, through clear demonstration, simpler vocabulary, very good questioning, diagrams and signs. An excellent example of support was seen during a physical education lesson. The teaching assistant gave skilled physiotherapy to a pupil with special educational needs during the warm up session. Her approach was firm and showed a great deal of care and good humour during these essential exercises. The high quality team-work contributes to the very good teaching and learning for pupils.

16. Planning is careful so that skills are systematically taught and pupils make good progress. Pupils are encouraged to be fully involved in lessons. This careful planning, and the high expectations that teachers have, results in pupils being keen to learn and becoming increasingly independent. Homework is used well to reinforce learning from lessons and pupils agree that it is fair and consistent.
17. Assessment is good overall. The new co-ordinator for assessment is building well on the good practice of the previous post-holder. Good policies for assessment and marking are known and acted upon by teachers. All teachers have information about pupils with special educational needs and those for whom English is not their first language, but this information is not always used well to inform lesson planning. Teachers, pupils and most parents are positive about the use of self-assessment strategies. Good initiatives such as the piloting by the school of the assessment of skills in history, art and design and physical education, are making a difference to the confidence with which teachers assess these subjects and the impact on pupils' learning. The collection of information about regularly occurring errors made in tests and the sharing of this information with pupils are good strategies. This is assessment that looks forward and is being used well to improve achievement and raise standards further.
18. The senior management team regularly monitor pupils' books and observe lessons. The standard of written advice to pupils is good. In mathematics books for example, teachers regularly offer helpful feedback comments or other positive forms of encouragement such as '*you can do it, I know you can.*' In a few cases, pupils model themselves on their teachers by writing feedback on how they feel they have improved as a result of the teacher's advice. In the best practice teachers also write comments that provide insights into their own need to reflect on the problems met and solutions sought which again model good practice for pupils. All teachers use assessment feedback strategies such as '*traffic lights*' to find out the pupils' perceptions of how confident they are or how well they feel they are learning. Learning intentions are shared with pupils as well as what the teacher is looking for in the way of learning gains. Peer discussion is a very good assessment strategy and well used in most lessons. Variations occur in the quality of questions asked by the teachers and the pause time allowed for response. Some teachers are so anxious to deliver the curriculum that they forget that allowing time for reflection not only encourages more pupils to respond but also often provides higher-attaining pupils with the space to develop ideas further. In the best lessons, learning support assistants are given time to observe and record pupils' strengths and weaknesses. On other occasions, records are made after the lesson has finished. These are not as effective because they are too dependent on memory.
19. Good use is made of electronic systems such as 'assessment tracker' and 'Edexcel spreadsheets' but neither system readily helps the school to draw all information together in order to see the 'big picture' of pupil achievement when making realistic predictions for future targets. The 2003 Level 4 mathematics predictions has led to the drawing together of information from academic, pastoral, social and attendance sources in order to find out why predictions were over-estimated. Whilst this is good practice for looking back and learning from mistakes, a better electronic system, which could provide more meaningful information before rather than after the event, would help the school to maintain the highest standards.

The curriculum

The curriculum for pupils in Years 1 to 6, is very good. In the Foundation Stage it is good. It includes all subjects of the National Curriculum, personal, social and moral education including citizenship, religious education and provision for collective worship. It meets fully the statutory requirements.

Main strengths and weaknesses

- High quality displays that reflect the strength of curriculum planning.
- Very good cross-curricular links.

- Pupils with English as an additional language do not always have full access to the curriculum.
- Very good range of extra-curricular activities that support learning well.

Commentary

20. The amount of time allocated for the teaching of subjects is appropriate. Very good cross-curricular links are established in Year 1 (science and geography) and maintained through to Year 6 (design and technology and science). The garden is a wonderful and very well used resource for this purpose within lessons, in the lunch break and beyond the school day. Pupils talk enthusiastically about the plants they are growing and the wildlife living there. Care for the environment is evident in the composting of waste materials and in the avoidance of damage to living things. The provision for pupils' personal, social and health education is very good.
21. The very good provision is reflected in the high quality displays in all parts of the building, which provide abundant evidence of high standards resulting from pupils' experiencing opportunities that both enrich their lives and prove enjoyable. The geography display showing Barnaby Bear's travels around the world is a good example of this understanding of pupils' needs. The Reception pupil who enquired of the geography co-ordinator '*Where is Barnaby Bear in the world today?*' showed how well this curriculum is being planned to interest pupils and to stimulate curiosity to know more.
22. The curriculum is enriched, for all year groups, by visits to places of interest as well as visitors into the school. Regular liaison between class teachers and the use of good transition projects, planned with pupils' future secondary schools, ensure very good progress is maintained. Policy documents and schemes of work are in place with clear guidance on planning for inclusion for all groups of pupils, although the provision for pupils with EAL is a developing area. Learning support assistants play a major and very effective role in ensuring equality of opportunity for pupils with special educational needs. The gifted and talented are provided with extra challenges, and booster classes are offered for pupils who need additional support to meet the expected standard in for example mathematics. While equal opportunities are generally good, further consideration should be given to the needs of those pupils for whom English is not their first language. Homework is set frequently and is appropriate for the different age groups. While ICT is often used well, as seen in the boxes designed by Year 3 or when Year 6 research and make presentations in geography, this is an area which has not been planned for or co-ordinated well enough and is left too much to the individual teachers.
23. The curriculum is good for pupils with special educational needs. Individual and group work outside the class is very effective too. Pupils make good progress in these sessions because the expectations and purpose are very specific and closely related to individual education plans. Pupils' progress is considered in all areas of need including communication, personal and social skills as well as curriculum needs and this leads to pupils making good progress. The activities are closely related to improving pupils' performance in class and they enjoy these opportunities to develop their skills at their own level, with specialist support within smaller groups.
24. Provision for pupils with EAL is managed well but problems occur when pupils enter with no English language skills then, after a short time, leave the school. Although teachers integrate them into all aspects of school life, the best results are achieved with those pupils who stay at the school for sufficient time to benefit from the good strategies introduced to raise the quality of their learning overall.
25. The planning processes are very good. There is a consistent approach to planning across the school. Subject co-ordinators are fully involved in developing the curriculum and actively assessing and tracking the skills pupils acquire, for example, in using tools or developing thinking skills. Knowledge of pupils' preferred learning styles is evident in the way teachers plan for and deliver the curriculum.

26. Staff are hardworking and conscientious. All support staff provide valuable support, and work closely as a team with class teachers. Team working is a strength of the school and support staff contribute to both the academic and personal success of pupils.
27. Resources across the school are good, although those for pupils with special educational needs are very good and these are often adapted and modified. For example, some pupils need different furniture provision to ensure appropriate seating positions. The school has purchased new chairs and special cushions to encourage correct seating for some pupils, in order that they can position themselves appropriately to write. There is a wide range of teaching materials including games, books and visual resources. The school has made very good use of resources to develop and extend provision and is currently considering ways to further improve this through the use of ICT, which is currently underused as a teaching and learning tool for pupils with special educational needs. The school lacks resources to teach all the control aspects of ICT.
28. Since the last inspection, the school has become an all-through primary school, and a new school building was erected seven years ago. The school has prioritised developing its grounds and an excellent environment has been created with the addition of the '*secret garden*'. The buildings and the school grounds are of a very good quality, and the governing body's strategic management of these assets is very effective. The last inspection report commented that the buildings were hot inside during very warm weather, this remains the case as many window openers are non-functioning. The ICT suite suffers particularly badly during very warm weather. The governors intend to address the internal working conditions as soon as tenders for work are received.
29. The school development plan indicates the school's intention to develop further the arts provision, particularly in music, and intends to apply for the 'Artsmark' gold award. The governing body is very actively involved with the whole curriculum. Provision for extra curricular activities outside the school day is very good. These sessions, which include French, textiles, cookery, music and sport are very popular and very well attended.

Care, guidance and support

The school makes very good provision for its pupils' welfare. Teachers know their pupils very well and are able to offer informed advice and guidance. Pupils are encouraged to develop into responsible young people able to take part in important aspects of the running of their school.

Main strengths and weaknesses

- Very good provision for pupils' care, welfare, health and safety.
- Excellent relationships between pupils and all the adults in the school ensure that each pupil is valued.
- Teachers harness pupils' desire to learn and offer them very good support.
- Pupils are increasingly involved in school life.
- Good arrangements for pupils starting school.

Commentary

30. As it has grown into a large primary, the school has retained its focus on valuing and caring for the individual pupil. This is because there are excellent relationships between pupils and all those working in the school. Classroom assistants and teachers work so well together that pupils gain in confidence, and find adults approachable. This area of its work has improved since the previous inspection.
31. The school takes very good care of pupils. Child protection procedures are securely in place, there are enough staff trained in first aid, and there is good health and safety practice with

governor involvement to provide an external perspective. However, parents expressed some concern about the busy roadway adjacent to the oldest pupils' playground.

32. A healthy life-style is promoted well. There is a "walking bus" and many of the after-school clubs encourage physical fitness. Pupils are able to drink water throughout the day. Fruit is available at break, and parents are encouraged to provide healthy food for their child's lunch box.
33. Pupils come to school expecting to work hard. Their teachers harness these very positive attitudes, so that they offer very good support and challenge. The social skills assistant adds another perspective to pupil care, from which to identify and seek to meet the needs of each individual.
34. Pupils are becoming increasingly involved in shaping the school, and their opinions are sought on aspects of school life, such as the construction of the secret garden. The school council was involved in decisions about playground equipment, and in interviewing candidates for teaching posts, and their opinions contributed to the decision-making process. Prefects negotiate the tasks they felt best able to perform.
35. Overall, parents are happy with the arrangements made when their child started school, but a few have anxieties. Those who have talked with the school about these, find they are resolved.

Partnership with parents, other schools and the community

The school has a very good relationship with its parent body, which is very supportive of its work. It uses the local community and a specialist school well to extend pupils' experiences and staff's skills.

Main strengths and weaknesses

- Parents are enthusiastic in their support for their children's learning and for the school. The school keeps parents very well informed.
- The Parent Staff Association is strong and active.
- Links with the community are good.
- Pupils benefit from good links with a specialist school.
- The school web site is being re-developed so that it is easier to use.
- There is no Years 1 and 2 curriculum information provided for parents.

Commentary

36. Over its ten years, the school has captured and retained parents' interest and enthusiastic support. Parents are keen to help their children achieve, and work with them at home. They offer practical and financial support to improve the grounds and facilities where their children work and play. The Parent Staff Association (PSA) is well led, focused, and a genuine asset to the school.
37. The school keeps parents well informed through newsletters, and is planning to have the school web site back running effectively before the next school year begins. Parents are given very good information booklets when their child starts school, and again at the age of seven. These help parents to understand what is being learnt, but similar information is not available for those aged five and six. Parents have meetings each term with class teachers to talk about their child. Annual reports are very good because they clearly show parents their child's progress compared with national expectations for their age, and they include targets for improvement. Because they are based on assessment information used in school, some parents find them unnecessarily detailed.

38. At their meeting, parents commented that their children were very happy in school, and although they thought the quality of teaching was variable, children were predominately well taught. Parents were happy about homework and thought it was about the right amount; occasionally in the lower junior classes it was not always marked. Parents feel consulted and very involved in the school. Their responses to a questionnaire in January was incorporated into the school's development plan. Parents expressed the view that they would like music to have a higher profile in the life of the school. The parents' responses to the inspection questionnaire were very positive.
39. Parents find the school very approachable, and feel that their concerns are dealt with effectively. The school consults them regularly and their opinions feed into future planning. Parents are demanding: they expect high standards, and work to support them, so that their children come to school expecting to work hard. This helps to raise standards.
40. There are good links with the local community. Teachers make good use of the local geographical area and residents to make learning more interesting and varied. There are plenty of visits, visitors, events and activities programmed into the year: from visits by Fulham football club staff to taking an art exhibition to the Age Concern headquarters, arranging a concert for older residents and taking them harvest gifts. A range of community groups also uses the premises.
41. Pupils move on to a large number of secondary schools, and are well prepared because they start work in English and mathematics that is continued when they get there. There is a good link with an adjacent specialist school which is helping the development of information and communication technology and mathematics. Nursery staff visit children in their play groups, some of which make use of the school secret garden.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The leadership of the headteacher is very good and that of staff with curriculum responsibilities, good. The governors give the school good support. As the school has changed in character since 1998 it is not possible to judge overall improvement, however, with high standards, the quality of teaching, very good leadership and management and the richness of the curriculum, the school gives very good value for money.

Main strengths and weaknesses

- The headteacher effectively facilitates a very good teaching and learning atmosphere.
- Managers are very good role models for other staff and pupils; relationships throughout the school are excellent.
- The school provides very well for pupils with special educational needs and they achieve well.
- Governors are effective in their roles.
- Teamwork in the school is very good and a catalyst for the effective teaching and very good support that pupils receive.
- The provision for pupils with EAL, although being dealt with well by the school, could aid their progress more effectively.

Commentary

42. The headteacher, well supported by governors, has a very clear overview of all the elements of the school's work, and this is shared across the staff team through effective management. The headteacher knows the pupils well, teaching whenever possible and regularly monitoring pupils' work and staff curriculum plans. The school inducts new staff very well; the staff has grown considerably over the past few years. There is a good link between performance management outcomes, subject reviews, priorities and financial decisions. Subject co-ordinators lead their areas well and make good contributions to the leadership of the school.

43. The school monitors its performance well. The headteacher, in consultation with the many stakeholders, uses her very good knowledge of the school to set challenging targets for school improvement and curricular planning. The assessment procedures are good although there is room to bring all the information together to make target setting even more effective. Careful financial planning, administration and monitoring of expenditure ensure that the school's resources are used well to promote pupils' learning.
44. The leadership of special educational needs is very good. The co-ordinator is a very experienced and enthusiastic teacher and has very good knowledge of the wide range of special needs. She is very well supported by the headteacher and assistant headteachers, and this partnership ensures that special educational needs are given a high profile within the school to ensure efficient provision. Pupils are appropriately identified and supported and there are good monitoring and tracking systems in place. The co-ordinator knows all the pupils very well and tracks their progress in lessons as well as through testing and work analysis. She has placed a high priority on training and professional development for all staff. This is reflected in the very effective inclusion and quality of support for pupils with special educational needs.
45. The two efficient EAL co-ordinators work closely with the local authority's adviser who has supplied useful material and shared teaching techniques for raising standards of performance of pupils who are learning English as an additional language. The school has allocated a budget for extra resources and good use is made of the material available including the small stock of dual language books available in the school library. However, lesson planning does not always sufficiently meet the needs of pupils with EAL, and the monitoring of their progress is not rigorous enough.
46. Governance is good: governors are committed to, and enthusiastic about, the work of the school. This enthusiasm is conveyed well in their very good quality annual reports to parents. They fulfil all statutory responsibilities. The strategic role of governors is good.
47. The school finances are managed effectively and there is a tight grip on expenditure. As the school has grown, it has been possible to improve working conditions for staff and pupils, although the issue of high temperatures in the building during hot weather has yet to be resolved. The school utilises ICT very well for administration and for the education of pupils. Criteria to determine how well the money used is spent are established, and the governors have a good finance policy in place. In view of pupils' achievement, and the many very good features of the school, the school gives very good value for money.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	1,060,503
Total expenditure	1,077,961
Expenditure per pupil	2475

Balances (£)	
Balance from previous year	159,268
Balance carried forward to the next	141,810

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Nursery and Reception classes is **good**.

48. Children enter the Nursery in the term after which they become three. Teaching and learning promote good levels of achievement, especially in children who start school with limited literacy and numeracy skills or are unable to speak English. Attainment on entry to the Nursery for the majority is above average, particularly in language, communication and literacy and personal, social and emotional development. Good teaching, planning, assessment and an enriched curriculum enable the majority of the children to exceed the expected standards by the end of the Reception year. This is good improvement since the previous inspection as high standards have been maintained. The planning and assessment issues have been addressed. The new co-ordinator is working hard with the Foundation Stage team to ensure continuity in the planning and is developing further ways to plan for the outside areas.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **good**.

Main strengths

- Children easily reach the standards expected for their age at the end of Reception because of good teaching and the very good emphasis placed on the development of these skills, particularly for those children with special educational needs.
- All children respond very well to the expectation that they will behave sensibly, and attitudes and behaviour are good.

Commentary

49. The children in the Nursery have settled in quickly. The clear boundaries, and the consistent role models set by the adults ensure that the children know what is expected of them, so that they quickly learn the correct way to behave. Children already know the routines well, settle to tasks with a minimum of fuss, and behave sensibly. The very good teamwork of the adults in all classes gives the children clear role models for co-operation, and a calm but rigorous approach to work. The majority of children show interest in what they are doing, concentrate well, even when not directly supervised, and are eager to learn.
50. Children are continually encouraged to feel confident about what they achieve, and are reminded of the high standards that the adults expect. They are friendly and take a pride in their work. Children are encouraged to share and take turns amicably, and put up their hands when answering a question. There is great emphasis on good listening skills. Children are expected to clear up after themselves, which they do without much prompting. The very supportive relationships ensure children feel secure and confident to seek help when required. The gains in learning already evident in this area are as a result of the continual reinforcement of rules by the adults, and treating each other and the children with courtesy and respect. This leads to trusting relationships, and helps the children succeed. Children in Reception show mature attitudes when they eat their lunch or play with the older pupils in the playground.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- Teaching and learning are good overall and staff provide many opportunities for children to develop these skills.
- Additional resources would further benefit those children for whom English is an additional language.
- There are many opportunities to develop children's speaking and listening skills.
- Children are encouraged to try out their knowledge in writing at a very early stage.

Commentary

51. Most children are on course to exceed the goals they are expected to reach by the end of Reception. They achieve well. Emphasis is placed on speaking and listening from an early age and this contributes positively to the standards attained, even for those children who enter the Nursery with under-developed skills. For example, children in the Nursery share books together, listening to each other's ideas. They talk about the stories they have heard. Older children in the Reception have ample opportunities to share books and most recognise initial sounds and talk about their favourite texts. They can sequence pictures to make a story and read simple texts.
52. Children develop their skills when visiting the writing area which has a wide range of mark-making tools, blackboards and access to word processing. The ethos of the area leads to much imaginative play – for example, children were initiating play about '*Red Riding Hood*' or '*The Hungry Caterpillar*'. Children are encouraged to take books home and share them with their families. Additional visual and tactile resources would help those children for whom English is an additional language to make even better progress.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths

- Adults take every opportunity to develop mathematical understanding and, as a result, children achieve well and exceed the goals they are expected to reach by the end of Reception.
- Children achieve above average standards in their understanding of number.

Commentary

53. Teaching and learning are good overall. Adults take every opportunity to develop the children's mathematical skills; children hardly know that they are learning about mathematics. Adults question them whilst they are engaged in a variety of activities, always trying to draw out and encourage mathematical understanding. For example, during registration sessions, children count the number present by touching each person on the head. Children learn to identify shapes when looking at books as adults question them. They learn to sequence the days of the week as they complete the calendar each day. A student teacher encouraged number recognition in a way that motivated the children by asking them to move a robot over a number line when learning to tally.
54. In Reception, children make good progress in number recognition because staff work with them in a small group to play a game to reinforce this aspect of learning. The high quality of this adult support helps them to recognise numbers in an enjoyable game.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Main strengths

- First-hand experiences and good teaching mean that children enjoy finding out for themselves in this area of learning; as a result, they achieve well and are on course to reach the goals expected by the end of Reception.
- Provision for ICT is good and children reach high standards in technological skills.
- Teaching is good in this area of learning.

Commentary

55. A wide variety of activities help children to learn about the natural world. In Reception, the story of *'The Hungry Caterpillar'* taught the children much about the life cycle of a butterfly, as well as counting and the names of different fruit. Nursery children enjoy and learn about the flow of water down a canal and through guttering. Reception children make predictions and decide which things will float or sink. They take care of plants in the garden, and develop a good knowledge of the characteristics of different materials through their play with sand, water and play dough. They learn the best materials to use for building. They have ample opportunities to use construction materials.
56. Good use is made of the ICT resources and children easily manipulate the mouse and draw pictures of caterpillars and butterflies. They achieve high standards and are confident computer users.
57. Children learn about different festivals and their own cultures. They were delightfully engaged in learning about Turkish belly dancing, demonstrated by a parent.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths

- Children achieve well and are on course to exceed the goals expected by the end of Reception because the teaching is good.

Commentary

58. Children develop their manipulative skills well by handling dough, scissors and brushes, and manipulate small construction equipment with dexterity. Pupils in the Nursery display their agility by hanging upside down from the climbing frame.
59. Children in Reception were learning to throw and catch. They followed instructions, showing a good understanding of space and control of the bean-bags. They confidently copied the actions modelled by the teacher with enthusiasm.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses

- Good opportunities for imaginative role-play.
 - Very good emphasis on use of language for speaking.
 - Children reach high standards in art and music.
 - Teaching is good in this area of learning.
60. Children's development is strengthened through stimulation in art and design, music, dance and imaginative role-play. They are likely to reach the expected early learning goal by the end of the year and achieve well.
61. The staff use the environment to make full use of a wide range of experiences and resources to enrich the children's learning. For example, role-play areas based on 'Red Riding Hood', 'Fern Hill Garage' or 'Hair Dressing Salon', all help to stimulate the imagination. For example, children ask questions to each of the story characters. Exchanges such as, '*Why are you sick grandma?*' '*Because I caught a nasty bug*', enrich both their language and personal development. A wide range of activities are offered so that the children can respond by using different senses.
62. Children enjoy singing a range of well-known songs and making their own music in the music room. They show good control and play in time with percussion instruments. They can follow written notation such as '*rat – at – tat – ta – di dum*' and '*boom*'.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Very good results are obtained in national tests.
- Pupils' reading skills across the school are well above those expected for their age groups.
- Pupils enjoy very good relationships with their teachers and tackle enthusiastically the challenging tasks set for them.
- Pupils' well developed speaking and listening skills are reflected in their high achievements across other subjects.
- By the end of Year 2, written work of pupils is not so well developed and standards in writing are not as high as in other aspects of English.

Commentary

63. Results of pupils in Year 6 in the National Curriculum tests in 2003 were well above the national average, and above that of schools whose pupils gained similar results in their Year 2 tests. Results have been consistently high over the past three years and well above the national averages. The performance of boys was very high compared with that of boys nationally which is a particular credit to the quality of teaching they have received. Results of pupils in 2003 by the end of Year 2 were above national averages and above those attained by pupils at similar schools. However, the standards of pupils' written work did not match their high attainment in speaking and in reading. The school is aware of this and teachers are employing a range of strategies to improve pupils' writing achievements. Pupils' attainment on entry to the school is above that expected nationally and, as a result of well designed teaching programmes, pupils make good progress and achieve well by the end of Year 2. In response to

very skilful teaching and challenging programmes of work, pupils in Years 3 to 6 make very good progress and achieve high standards. Pupils with special educational needs make sound progress and pupils who speak English as an additional language achieve satisfactorily if they stay long enough in the school to benefit from the sensitive teaching that they receive.

64. Pupils' speaking and listening skills are very well developed and their confidence in presenting their ideas, developing an argument and explaining their work reflects positively on other subjects across the curriculum. Pupils from all year groups read fluently because they are introduced to a good range of fiction and non fiction texts which provide a rich source for their written work. Pupils' writing is lively, interesting and imaginative because they understand how to structure their written work to create an atmosphere and build to a conclusion.
65. The quality of teaching is good overall with some very good features. Experienced teachers achieve some outstanding results with higher-attaining pupils. Teachers have very good relationships with their pupils and encourage all to achieve as well as they can. Lessons are well planned with a range of interesting well resourced activities which stimulate pupils to become independent learners and search out information for themselves. The high standards achieved in national tests were reflected in the lessons seen and in the work analysed. However, more consistency could be achieved in the overall quality of teaching if there was more sharing of good practice between experienced teachers and those who are newly qualified. Teachers mark all written work carefully and advise pupils of ways they can improve. As a result, pupils tackle their work enthusiastically because they know that their efforts are valued and their achievements are displayed attractively.
66. Assessment is thorough but not sufficiently precise in tracking pupils' progress accurately to identify the special needs of individual pupils, particularly those who speak English as an additional language. Teaching assistants make a valuable contribution to pupils' learning and sustain their confidence thus ensuring that all pupils are helped to achieve as well as they can.
67. The subject is well managed. The two literacy coordinators benefit from attending inservice courses to keep them up to date with new methods and strategies for improving pupils' learning and share the information with other teachers to raise the attainments in literacy across all year groups.
68. English is well resourced and the accommodation provides very pleasant areas for learning which pupils use responsibly. Pupils evaluate each other's work and learn co-operatively by following the excellent role models provided by their teachers. As a result, pupils show care and consideration for the learning of others by making the maximum effort to sustain the harmonious atmosphere which is the cornerstone of the school community.

Language and literacy across the curriculum

69. Literacy skills are very well developed across all subjects through the skilful teaching of speaking, reading, and writing to enhance pupils' learning overall. Teachers provide very good opportunities for pupils to discuss and explain the discoveries they make during history or geography investigations, science experiments or explorations into the use of tools and materials for art, and design and technology. The school's secret garden is a valuable source of inspiration for factual and creative writing in several subjects. As a result of their good literacy skills, pupils produce high quality written projects integrating research in science, history, geography and art. For example, younger pupils are excited by talking about seeds that turn into plants. One budding botanist explained these processes confidently, concluding with "*it's – sort of like magic!*" Older pupils presented their impressions of many different forms of water as they focused on a river walk which formed part of their humanities project. Excellent wall displays throughout the school celebrate the writing achievements of pupils of all abilities because all pupils are well supported in their learning of literacy skills.

MATHEMATICS

Main strengths and weaknesses

Provision in mathematics is **good**.

Main strengths and weaknesses

- The overall standard of work is well above average.
- Most pupils achieve very well in mental arithmetic and numerical calculation.
- Assessment procedures require further refinement in order to improve target setting and provide support for EAL pupils.
- The leadership and management of the subject are good.
- The use of ICT is satisfactory but is seen by pupils as an extra rather than an integral part of learning in this subject.

Commentary

70. By the end of Year 2, the results of teacher assessment and the statutory tests show that results at Level 2 are well above the national average. In 2003, standards are also well above average when compared with similar schools. The trend is upwards.
71. By the end of Year 6, the results of teacher assessment and the statutory tests show that results at Level 5 are well above average but that results at Level 4 dipped in 2003. Standards compared with similar schools are average in 2003. Analysis of results of pupils who missed their target levels show that a number of pupils with EAL, who did well in Year 5, found the language of some test questions too difficult in the 2003 national tests. The trend over recent years has been consistently well above average until the sharp dip in 2003.
72. Pupils in Year 2 have a very good understanding of number relationships, explaining their working out clearly on paper and verbally in whole class sessions. Pupils enjoy learning new technical words such as 'multiply' and generally remember and use them correctly. They investigate and solve problems from an early age and use their knowledge of mathematics to support work in other subjects. Appropriate use is made of computer programs, such as 'darts,' for number problems and calculation. Year 2 pupils benefit from setting arrangements with higher attainers able to progress faster whilst the lower attainers gain confidence with numbers.
73. By the end of Year 6, higher-attaining pupils and those designated as gifted display very good mental strategies and efficient working practices. They understand factors and prime numbers and enjoy solving problems. Pupils in the lower set cover the same curriculum, but at a slower pace. As one girl admitted *'it was the best thing that could happen to me being put into the lower set. I found the higher set too fast and I've gone up three levels since I moved.'* ICT is used well for data analysis and for presenting information but is acknowledged as an area for further development. Calculators are used efficiently.
74. In all year groups, pupils with special educational needs are well supported by classroom assistants. Those for whom English is not their first language often cope well with numerical problems but the level of support for understanding word problems is still a cause for concern.
75. Pupils' attitudes to the subject are very good. They use their white boards enthusiastically and support one another well in practical activities and evaluation sessions. On one of the hottest days of the year, the lower Year 6 mathematics set were as focused at the end of the lesson as at the start. The only loss of concentration occurred when the highest attainers in Year 6 did not feel challenged by what they were asked to do.

76. The quality of teaching is always good and occasionally very good or outstanding. Teachers are supported by the numeracy strategy and feel confident to deliver it well. Learning intentions are shared with pupils and lessons conclude with teachers finding out what pupils have learned. Paired discussions are used well to clarify ideas. The quality of questioning varies and pause time is not always used to allow pupils to reflect on possible answers. Written feedback in pupils' books is good. However, some teachers and classroom assistants miss opportunities for recording strengths and weaknesses in lessons. In the best lessons, tasks are stimulating and challenging and the expectations are high.
77. The leadership and management of the subject are good. Seventy parents attended the mathematics evening indicating the high level of commitment of parents to their children's education. Booster classes are better targeted at those who need them than in 2003. Extension challenges encourage those pupils with a particular gift for mathematics. Assessment information and other data have been analysed to establish reasons for the dip in performance in 2003. Improvement in the electronic recording system would help staff to access and use information more efficiently in the future in order to set targets more accurately and to identify those most in need of extra help.
78. Since the previous inspection, progress has been good in Years 1 to 3. Standards are higher for Year 2 pupils, there were no pupils in Years 4 to 6 at the time of the previous inspection.

Mathematics across the curriculum

79. All teachers are confident in teaching the numeracy strategy. This confidence enables them to use their understanding of the pupils' current stage of development in numeracy to plan mathematical applications appropriate for other subject areas. All year groups link ICT and mathematics through data handling. This is a strong feature in science. In religious education, Year 6 pupils have recently carried out a survey of faiths practised by members of Fern Hill and will be presenting their findings using charts and graphs. Whilst the school has a good range of ICT resources to support the cross curricular use of mathematics, for example in the Year 3 design and technology work on nets, there is a recognition that this is an area for further development.
80. During the mathematics week, there is a whole-school emphasis on the importance and use of mathematics. The focus in 2004 was on outdoor spaces. As a result, current pupils, working in the garden, talk knowledgeably to visitors about the height of different plants, the rate of growth and the space needed for different kinds of crops.
81. Extra-curricular activities such as textiles and food clubs also offer very good opportunities for applying knowledge and understanding of weights and measures to real world activities, such as making pizzas.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- The subject leader is knowledgeable and effective.
- Pupils achieve well and by the end of Year 6 standards are well above average.
- The curriculum is well organised so that pupils' scientific skills are developed effectively.
- Curriculum enrichment through activities such as science week, enhances provision.
- Science is given insufficient status in Years 1 and 2, and this is reflected in average standards.

Commentary

82. Standards in national tests at the end of Year 6 were well above average in 2003. Over the recent past, standards have been maintained at a high level and all pupils achieved well. This is a result of the well-planned opportunities pupils have to explore all aspects of science, and the good teaching of investigation skills, especially in the upper junior classes. This results in pupils being able to pose questions and then find answers using appropriate scientific knowledge. Pupils use their numeracy skills well so that they can record accurately and explain clearly the work they are doing.
83. In the 2003 assessments, Year 2 pupils were assessed by teachers as attaining above average standards. Evidence during the inspection showed average standards overall. This is partly because science as a discrete subject is put together in a general topic book and lacks the core subject status it merits. Pupils in Years 1 and 2 are capable of attaining even higher standards in science.
84. Teaching and learning are good. Teachers have good subject knowledge and encourage pupils to use the correct scientific language. Pupils respond well and are interested in their activities. Pupils work together effectively, producing interesting work and discussing their findings in a sensible way. Teachers assess what the pupils know well. The identification of extension work for the higher-attaining pupils in lesson plans is clear and this enables pupils to make good progress. The marking of pupils' work by teachers is helpful in telling pupils what they need to do in order to improve. Pupils are involved in evaluating their work so that they know what they have to learn next and how to improve their work. ICT is used well to support learning in science. Pupils with special educational needs are supported well in class and make good progress. The skills that pupils need to know are taught well and pupils can participate fully in each lesson. Their peers often help pupils with English as an additional language, as some find it difficult to access the language of science. They make satisfactory progress.
85. The subject is very well led, and this is contributing to the high standards by the end of Year 6. The curriculum is enriched by events such as 'science week' visits to the environmental centre and use of the school grounds. As the first cohort of Year 6 only left the school in 2001, it is not possible to make a judgement on improvement since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory** and improving.

Main strengths and weaknesses

- Pupils have very good attitudes and behave well.
- Good additional expert support is provided.
- The teaching does not address sufficiently the varying learning needs of the pupils.
- Pupils' work is not always recorded and marked.
- Additional resources are required to teach all aspects of control technology.

Commentary

86. Pupils in Year 6 and Year 2 will reach expected standards because they are beginning to benefit from the computer suite and the extra specialist support provided. Standards are higher in the communication and data-handling aspects, than in control and simulation, and further resources in control are required. There has been good improvement since the last inspection, and computers are beginning to make an important contribution to standards in other areas of the curriculum.
87. There is excitement in the learning, which contributes to pupils' spiritual development. Their delight is plain to see as pupils in Year 6 produce an interactive animated backdrop, which is to be used in the school production. This is good learning, because it teaches the pupils how

computers are used in everyday life. Pupils with special educational needs make good progress but pupils who learn more quickly or have computers at home are not always sufficiently challenged. Older or more able children support younger or less able children, but there is not always a clear record of how much time is spent at the machines. Therefore, in some lessons, a pupil sharing a machine may not actually have a turn.

88. The quality of teaching is satisfactory overall. In the good lessons, children achieve well because teachers have clear expectations and pupils know what they have to do. Occasionally, teachers are hesitant because they lack confidence and speed when demonstrating computer skills, and in some lessons they do not ensure that each pupil has a fair turn on the computer. Teaching assistants often support by taking over the mouse, rather than allowing the pupils to learn by trial and error.
89. Effective leadership and management of the subject are raising standards and improving the range and quality of provision, although the control aspect is still under developed. The subject leader is keen to ensure that the new resources are fully used. Parents are made aware of Internet safety. The school has conducted an audit of standards. Subsequent investment in resources and staff training greatly enhanced the learning opportunities for pupils, but are not yet fully in place. The school is beginning to monitor pupils' progress, but recognises that monitoring and assessment are not yet good enough to enable teachers to match tasks precisely to each child's needs. The school has good plans for further development.

Information and communication technology across the curriculum

90. The use of ICT across the curriculum is not sufficiently co-ordinated. Even so, it is used well for data handling in mathematics, for research using the internet in history and using when a sensor linked to a computer in science. Children use word processing when producing books, projects and poetry, and graphic programs in art and design. The use of control technology is not yet fully in place.

HUMANITIES

91. No **geography** lessons were seen in either Year 2 or Year 6, during the inspection. Observation of a Year 1 lesson, discussion with staff and Year 6 pupils, examination of planning documents and the work in pupils' folders as well as on display indicates that attainment is above expectations by Year 2 and well above by Year 6.
92. The youngest pupils develop geographical ideas and by Year 1 can make plans of the garden. By the end of Year 2 pupils have a clear understanding of places near to and beyond their locality. The use of Barnaby Bear links holiday and school experiences in a very natural and positive way.
93. By the end of Year 6, pupils have a more global understanding of place including economic activity, occupations and services. The study of mountains and the personal river studies show that pupils benefit from using ICT for research and presentation purposes.
94. Progress in skill development in map work and in researching a topic is good across the school. Teachers are good at helping pupils to link new learning with real world experiences. Pupils talk positively about learning and displays confirm their gains in knowledge and understanding for example of the weather.
95. The new co-ordinator has ensured that all classes have good resources including globes and atlases but has not done any monitoring of lessons. Videos are used well to bring distant places into the classroom, for example when comparing Kingston, Jamaica with the Kingston where they live. A recent walk through the locality opened younger pupils' eyes to what was present on their doorstep whilst older pupils benefited from a river trip on the Thames. Since

the previous inspection, the good assessment practice in Years 1 to 3 has been extended to Year 6. ICT is an identified area for development.

96. Judgements about **history** are based on the one lesson seen, detailed scrutiny of pupils' notebooks and topic folders, discussion with pupils and their teachers and the rich evidence found in wall displays and collections of relevant artefacts found in every classroom. All of this evidence indicates that provision for history is good with many very good features. Pupils in Year 6 discussed their work enthusiastically, explaining that they use artefacts, library books, the internet and visits to local museums to research their historical enquiries. There are very good cross-curricular links because speaking and listening skills are developed as pupils present their findings to their class using models, photographs, PowerPoint presentations, maps and diagrams. Pupils in Years 1 and 2 reconstruct ways of life in former times. They develop a sense of chronology by constructing time lines and fixing dates in a sequence of time, for example, the Great Fire of London in 1666. Pupils in Year 3 integrate history, literacy and art in their studies of ancient civilisations in Greece and Egypt. Pupils in Year 6 define the differences between political and social history explaining the inequalities suffered by the working classes in Victorian Britain. The subject is led well by an enterprising co-ordinator who ensures that facilities are available for innovative methods of research, so that even the youngest pupils use digital cameras to record the results of their investigations in the secret garden. Excellent photographic records were seen during the lesson observed and the young historians evaluated their discoveries and organised their recordings relevantly.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

Provision in art and design is **excellent**.

Main strengths and weaknesses

- Excellent displays throughout the school celebrate the creative work of pupils of all abilities.
- Teachers stimulate pupils' curiosity with opportunities to investigate a variety of materials and to experiment with a range of tools.
- Pupils enjoy the freedom to express their individual responses to a range of art forms.
- Pupils develop a wider understanding of different peoples and cultures by exploring a range of artistic experiences.
- No significant weaknesses were identified.

Commentary

97. The standards achieved by pupils in all year groups are very high and well above expectations for their age groups. The range of creative work on display exemplifies the breadth of artistic experiences that the pupils enjoy. Pupils in Years 1 and 2 manipulate clay to make decorative tiles which are fired in the kiln, painted and glazed providing excellent opportunities for experiments with tactile materials. Also, they experiment with many different techniques such as scrunching, twisting, tearing, folding material to construct their collage seascapes. Pupils in Years 3 and 4 show sensitive appreciation of colour, texture and form by evaluating the work of famous artists and developing their own painting after the style of the Swiss artist Paul Klee. Some bold, imaginative work developed from their 'journeys on paper' using chalk and pastels. Pupils in Year 5 produced some fine observational drawings and pupils in Year 6 produced outstanding art work celebrating the integrated skills programme. This links art with other subjects across the curriculum to enable pupils to develop different ways of seeing their world.
98. The quality of teaching and learning is very good because teachers are sensitive to pupils' needs to explore materials and find out for themselves how to represent their ideas. Teachers have good subject knowledge and they prepare their lessons carefully so that pupils can

observe and create their own visual representations. Lessons are planned to reflect the National Curriculum programmes of study and they are adapted skilfully to meet the needs of pupils of all abilities. Pupils transfer their artistic skills confidently through illustrations, diagrams and ICT representations for other subjects across the curriculum. The subject is led by a skilled teacher with very good knowledge of different forms of art which she shares enthusiastically. She is an inspiring leader because she introduces innovative schemes for trying out new methods, materials and techniques which ensures that art provides a springboard from which pupils can explore the world around them to enrich their knowledge and experience.

99. Only one lesson was seen in **music**. As a result no secure judgements can be made about standards, provision or teaching and learning. In discussion with the co-ordinator, evidence showed that sound provision is made for developing pupils' musical skills. From Year 3 upwards, recorder lessons are available to pupils. Some pupils have lessons from the Kingston Music and Arts service tutors in clarinet, trombone, trumpet and piano. The school has a very small choir, although it does increase in size during the winter months. The school has performed at the Fairfields Hall music festival, and Year 2 pupils joined in an infant music extravaganza, following workshops provided by the local authority. The quality of singing in assembly is satisfactory, tuneful but somewhat lacking in verve and vigour. As part of the school's intention to meet the 'Artsmark Gold' requirements, music has been identified as an area for development for the next academic year. The co-ordination of the subject is satisfactory. Assessment is embedded in practice, and the school currently uses the Qualifications and Curriculum Authority's objectives to judge pupils' progress. Resources are good. There is a good range of tuned instruments, including multi-cultural resources. There is a dedicated music room at the school. The school has just begun to use an ICT program to help develop pupils' skills further. The co-ordinator has non-contact time every second week to monitor planning and resources. Parents expressed a wish for greater musical input, and evidence suggests that as part of the planned developments for next year, music as a subject will have a higher profile in the school.
100. Only two lessons were seen in **design and technology**, one in Year 2 and one in Year 3. From talking to pupils and staff, studying work on display and in pupils' sketchbooks attainment appears in line with expectations by Year 2 and above by Year 6.
101. Pupils in Year 2 achieve well. They can design for a purpose, make what they design using simple tools and materials, and evaluate the product using appropriate technical vocabulary. Year 2 pupils quickly understood the workings of a pulley mechanism after observing and handling a model alpine lift. They had no problem in labelling a well mechanism using the correct words. Gender differences were evident as boys explored the technical merits of toys whilst girls made up stories about them, although teachers encouraged both boys and girls to participate in the designing and making of the pulleys.
102. Achievement by the end of Year 6 is very good. Pupils can recall with pleasure the practical activities undertaken in previous years. They can explain clearly how they designed and made slippers and the links between science and technology in their fairground constructions. Their reflections show how valuable having hands-on experience is for a designer. Pupils have had to modify ideas for bread designs in response to consumer tasting. Their ideas for fairground rides have proved too complex for the materials available or the skills they possess but nevertheless they were satisfied that they had achieved more in understanding than the final models showed.
103. Pupils enjoy practical activities both during the school day and as part of extra-curricular textiles and food clubs. The display of textile fishes shows what can be achieved when pupils have access to good teaching and quality resources.
104. The shared leadership and management of the subject are working well. Good advice has been followed in producing schemes of work and resources including ICT. The net programme

for boxes in Year 3 improved the quality of learning for those pupils working with computers. Good progress has been made in assessing pupils' skill development. The lack of technical Lego for control technology is a weakness. Improvement since the previous inspection has been good; design and evaluation have become a meaningful part of the process.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Good achievement by the end of Year 6 in knowing and understanding about religion.
- Good subject co-ordination.
- Good attention to the locally Agreed Syllabus.

Commentary

105. Standards of attainment are above those expected by the end of Year 2 and Year 6. As a result of very good quality teaching in the upper juniors, pupils' progress accelerates towards the end of the key stage. In Years 1 and 2, the quality of teaching is satisfactory. The requirements of the locally Agreed Syllabus are met in Years 1 to 6.
106. Overall, across the school the teaching is good. The pupils in Years 3 to 6 are gaining a good understanding of Christianity, Judaism, Sikhism, Buddhism and Hinduism. The discussions during the lessons showed that pupils were gaining a good understanding of the meaning behind different religious teachings, as well as learning the facts about the religions. For example, when studying Buddhism, Year 5 pupils showed a mature understanding that life is part of a full-circle, this in Buddhism creates the eight-fold path to enlightenment. The very good quality of teaching in this lesson demonstrated the teacher's subject knowledge and very good use of resources, for example, the burning of incense to create a feeling of calm. Very good links were made with pupils' own lives such as the sad things happening in the world today. Pupils suggested, *car bombs in Iraq; terrorism in Saudi Arabia and local gangs*'. Sensitive handling of the information by the teacher resulted in pupils developing a better understanding of the Buddhist tenet of doing no harm to others.
107. There are opportunities for pupils to visit the local church and a mosque. Pupils use their art skills well to illustrate visits. ICT is used satisfactorily to support pupils' learning. The co-ordinator has already identified the use of ICT as an area to develop further.
108. The curriculum is planned well, with great attention paid to the requirements of the locally Agreed Syllabus. The co-ordinator provides good support to colleagues. She has attended all local area co-ordinator meetings and brought back new ideas for staff and governors. Overall, the quality of co-ordination is good. Assessments are provided for each year group, as teachers assess pupils' understanding and knowledge on '*can do, can not do*' basis. Accommodation and resources are good; there are boxes of artefacts for each faith that enhance provision. As the school has changed in character since the last inspection it is not possible to judge overall improvement.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- The subject is very well co-ordinated.

- There are very good opportunities for learning outside lessons.

Commentary

109. Standards in physical education are average by the end of Year 2, and above average by the end of Year 6.
110. The quality of teaching is satisfactory overall in Year 1 to 6, with some good and very good teaching. In a very good athletics lesson in Year 5, pupils were taught the techniques for making a triple jump. The teacher had very good subject knowledge, the lesson pace was brisk and pupils were encouraged to improve on their own personal best, using the “10 steps” athletics award scheme. They learned how to improve their efforts, measure and record their attempts, so that by the end of the lesson, all pupils had made good progress. Overall, pupils respond very well to physical education, trying hard and doing all they can to improve their work.
111. The co-ordinator has very good management skills and a clear vision for the subject, including staff development and use of expertise from outside the school. He has developed a good system of assessment in the subject and monitors pupils’ progress carefully, ensuring that those pupils who consistently underachieve are supported. In addition, he considers activities inside and outside of the curriculum which will develop skills and opportunities further for the more able. Resources for learning are very good and very good use is made of the grass area. The co-ordinator has been pro-active in obtaining a range of free additional equipment which extend learning opportunities within the subject.
112. ICT is beginning to be used in PE, for example the digital camera to enable pupils to assess their own performance. This is an area for further development.
113. As the school has changed in character since the last inspection it is not possible to judge overall improvement.

PERSONAL, SOCIAL, HEALTH EDUCATION AND CITIZENSHIP

114. No lessons were seen in the subject and no pupils’ work was available for scrutiny, so it is not possible to make a judgement about standards, pupils’ achievement or teaching and learning. The curriculum section of this report judges provision to be very good.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	8
Value for money provided by the school	2
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7); not applicable (8).