

# INSPECTION REPORT

## **HOUNSLOW HEATH JUNIOR**

Hounslow, West London

LEA area: Hounslow

Unique reference number: 102489

Headteacher: Ritu Aulakh

Lead inspector: Raymond Jardine

Dates of inspection: 10 – 13 November 2003

Inspection number: 256512

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
Number on roll:	393
School address:	Selwyn Close Cambridge Road Hounslow
Postcode:	TW4 7BD
Telephone number:	0208 570 1332
Fax number:	0208 577 9116
Appropriate authority:	The governing body
Name of chair of governors:	Jagdish Sharma
Date of previous inspection:	2 – 5 March 1998

## CHARACTERISTICS OF THE SCHOOL

The school is above average in size with 215 boys and 178 girls aged between 7 and 11 years. Most are drawn from Hounslow West, a socially disadvantaged and ethnically very diverse area; the great majority of pupils are from homes where English is not the first language, although only ten are at an early stage of learning English. Two thirds have Asian British, mainly Indian and Pakistani backgrounds, but a significant minority have British African, Caribbean or UK backgrounds. There are also five children of refugees. The proportion of pupils joining or leaving the school other than at the usual times is above average. There are 89 pupils on the register of special educational needs (broadly average). The school has a special unit that caters for up to ten pupils with physical disabilities; there are currently eight in this unit. In total, 17 pupils have a statement of special educational need (above average) and a further 34 receive additional support from outside agencies. Their needs mainly relate to dyslexia and social, emotional and behavioural difficulties. The school gained a National Achievement Award in 2000 and, more recently, a Healthy Schools Award. Pupils' attainment on entry in Year 3 is well below average, particularly in their language skills.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
7428	Raymond Jardine	Lead inspector	Mathematics Information and communication technology Design technology
9030	Robert Love	Lay inspector	
8056	Howard Probert	Team inspector	English Geography History Religious education Special educational needs
32702	Anna Savva	Team inspector	Science Art Music Physical education English as an additional language

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# PART A: SUMMARY OF THE REPORT

## OVERALL EVALUATION

**Hounslow Heath is an effective school that provides good value for money.** It is a very harmonious and inclusive community where self-esteem and aspirations are high and pupils from diverse ethnic and social backgrounds achieve good standards within a very supportive and encouraging climate for learning. Teaching and learning are good and some, very good. Leadership and management are good, especially that of the headteacher who is very effective.

The school's main strengths and weaknesses are:

- Pupils achieve well in most subjects and very well in mathematics and science, although writing is not as good and information and communication technology (ICT) skills are not used enough
- Lessons are very well planned, interesting and challenging, especially in Year 6. Pupils are encouraged to explain and to reason; consequently, they learn well and make good progress
- Provision for pupils with special educational needs and those physically disabled is very good. These pupils are assessed, supported and guided very thoroughly and achieve well
- Pupils' spiritual, moral, social and cultural development and their health education are very good. They behave very well, respect and value each other and show very positive attitudes to learning.
- Staff throughout the school are strongly committed to improvement and work closely, led and inspired by the very effective leadership team

Improvement since the last inspection is good. All the issues identified then have been addressed well; there have been substantial improvements in pupils' ICT skills although there are still some weaknesses. Pupils now work much more independently and arrangements for staff performance management are effective. Standards have also risen in some subjects.

## STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	E	D	E	C
mathematics	C	D	C	A
science	D	C	C	A

*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.*

**Overall achievement is good.** In 2003, standards in English were well below those nationally but in line with similar schools; the lower standards compared to the previous year was mainly due to a dip in writing standards. In mathematics and science, pupils' standards were average. They achieved very well in both subjects compared to similar schools. The proportion of more able pupils achieving above the expected levels was also very good. The school met its target for mathematics but fell short of it in English. Standards seen in the current Year 6 are broadly average in mathematics and science. Pupils achieve very well in both subjects, but their scientific enquiry skills are not quite as good. English standards are below those nationally. Pupils achieve very well in their reading but writing needs developing further. All minority ethnic groups achieve well; there was no significant difference in their achievement seen during the inspection. Neither is there any pattern of different achievement between boys and girls over time. The school closely monitors and analyses patterns in achievement in both these aspects. Pupils with special educational needs make good progress towards their targets and those physically disabled achieve very well; they are assessed, supported and guided very effectively by well-trained teachers and support staff. Pupils make good progress in acquiring ICT skills in a range of contexts but do not have enough opportunities to apply them within subjects. They also achieve well in religious education, history and art. There are no subjects inspected where their achievements are unsatisfactory.

**Pupils' personal qualities**, including their spiritual, moral, social and cultural development are **very good**. Pupils behave very well and exclusions are very rare. They like school, show very positive attitudes and their attendance is good.

## **QUALITY OF EDUCATION**

The **quality of education** provided by the school is **good**.

Teaching and learning is good and some of it very good. Most lessons are challenging and planned very well. The teaching of most subjects is good; there are strengths in the teaching of English, mathematics and science and in Year 6. Teachers introduce new technical terms very well. Through very good questioning, they encourage pupils to discuss ideas and explain and praise is used effectively. Consequently, pupils grow in confidence and their vocabulary develops well. Lessons are interesting and resources used effectively to illustrate and enliven lessons, but ICT is not used enough. Assessment is used very well to ensure teaching meets pupils' needs in English and mathematics but is not as thorough in some other subjects. In some weaker lessons, the pace is slower and pupils sometimes lose their concentration.

The curriculum is broad and well planned; it is enriched by a good range of extra-curricular activities and the community is used well to make it relevant and interesting. Resources and the accommodation are good but the library is inadequate. Pupils are well cared for; guidance and support for them is very good and the school does much to involve pupils and take account of their views. Links with parents and the community are good and with other schools, very effective.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management** are **good**.

The headteacher and the leadership team provide very good leadership and direction and have established good teamwork throughout, focussed on high achievement for all pupils. Management is good, particularly the very well developed systems for evaluating the school's performance and addressing weaknesses. The governing body is effective in carrying out its statutory duties. The race equality policy is being implemented very well; governors know the school's strengths and weaknesses but need to monitor the school's work in priority areas more closely.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents are very satisfied with the school. They think their children like school, are expected to work hard and they make good progress. They also think the school is led and managed well. Pupils like school and are very well satisfied. They consider that they work hard, are helped by their teachers when stuck and learn a lot. Some would like other children to behave better.

## **IMPROVEMENTS NEEDED**

The most important things the school should do to improve are:

- Provide opportunities for all pupils to write in a variety of styles, contexts and subjects, particularly those who are at later stages of acquiring English, in order to raise their standards
- Improve pupils' use of ICT within subjects to enable them to apply their skills and raise standards.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

Achievement throughout is good overall, including those pupils from different minority ethnic backgrounds. Pupils' standards by Year 6 in mathematics and science are average but below average in English. Those with special educational needs and whose English is at an early stage make good progress; physically disabled pupils achieve very well.

#### Main strengths and weaknesses

- Pupils of all abilities achieve very well in mathematics and science, although their scientific enquiry skills could be better
- Pupils achieve very well in their reading, speaking and listening skills as they move through the school but writing is not as good.
- ICT skills are sound across a broad range of applications by Year 6 but pupils do not apply them sufficiently in subjects and the more able could achieve more.
- Achievement is good in religious education, history and art.

#### Commentary

1. In 2003, standards in the national tests for eleven-year-olds were well below those nationally in English but in line in mathematics and science. In relation to similar prior attainment schools, pupils achieved broadly as expected in English, although reading was better than writing. However, their achievements were very good in both mathematics and science, including the proportions achieving above expected levels. Pupils' overall achievement in these core subjects was well above similar schools and the results show an improvement compared to the previous year in both mathematics and science, although English dipped. Boys achieved better than girls in mathematics and science in 2003 but there is no pattern of better achievement by either boys or girls over time. The school met its target for mathematics but fell short of it in English.

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

Standards in:	School results	National results
English	25.1 (26.3)	26.8 (27)
mathematics	27.2 (26.1)	26.8 (26.7)
science	29.1 (28.3)	28.6 (28.3)

*There were 108 pupils in the year group. Figures in brackets are for the previous year*

2. Inspection findings confirm that the overall very good achievement in the core subjects is being sustained. Standards in English are improving and are below average. Pupils' standards in reading and speaking and listening by Year 6 are broadly average and they are achieving very well in these areas compared to their attainment on entry to school. However, their writing is well below average. There is a strong emphasis placed in lessons on introducing new technical vocabulary and encouraging pupils to talk about and explain their learning. This helps develop their confidence and self-esteem as well as their speaking and listening skills. The structured programme for reading, with good support from parents is also very effective. For most pupils, English is not the first language at home; while comparatively few are assessed as being at an early stage in learning English and given additional funded support, the assessment is based primarily on their oracy. Considerably more pupils need additional support in their writing and the school has highlighted writing and handwriting as a priority. Dedicated sessions are being provided to improve these and there are signs that they are



- having an impact, although there is still some way to go, especially in developing writing in different contexts and subjects across the curriculum.
3. In mathematics, standards are average and pupils of all abilities achieve very well in most areas. Some pupils' skills in solving problems independently are not as good, but more able pupils achieve very well in all areas of mathematics. In science, standards are also about average by Year 6; pupils achieve very well in their understanding of scientific principles and facts but their scientific enquiry skills could be developed further with more consistent teaching of these skills. Pupils' information and communication technology skills (ICT) are sound across a broad range of aspects and applications and they achieve well but are not given sufficient opportunity to apply their skills within most subjects. Some more able pupils could achieve better if their ICT skills were assessed and tasks matched more closely to their needs. Pupils achieve well in most other subjects that were inspected, including religious education and history. In art they also achieve well and demonstrate good standards by Year 6. There are no subjects where standards or pupils' achievements are unsatisfactory.
  4. Pupils with special educational needs make good progress throughout the school and those physically disabled, very good (these are reported more fully later in the report). They achieve their individual targets and some exceed them. Teachers and learning support assistants are guided well by very detailed education plans and most lessons, especially in English and mathematics, are adapted well to meet their needs. Pupils at an early stage in learning English also make good progress as a result of effective individual tuition from expert teachers provided by the local education authority. Good attention is also given in lessons to introducing new vocabulary and specific resources such as bilingual dictionaries made available. While some variation in the achievement of pupils from different ethnic groups was noted in the school's thorough analysis of their achievements last year, they were not large and no differences were evident during the inspection.
  5. There are several reasons for the school's success and pupils' overall good achievement. The school's climate and ethos encourages high aspirations amongst all pupils and much is done to raise their self-esteem. The school community is very harmonious and there are good links with parents; pupils feel secure and get on very well together and with staff. It is also a very inclusive school. The curriculum is adapted to meet pupils' interests and needs. Pupils' progress and achievements are rigorously analysed and action taken quickly to address weaknesses; for example, currently to improve writing standards. The progress of minority ethnic groups and vulnerable pupils is carefully monitored with good support from the local education authority and the school is consequently very well informed of patterns in their achievement. For example; some underachievement amongst pupils from black African and Caribbean backgrounds identified last year is being addressed through innovations such as Black History Month which helps raise self-esteem and pupils' aspirations. Above all, the headteacher and leadership team provide strong and very effective leadership and promote close teamwork and mutual support throughout the staff.

### **Pupils' attitudes, values and other personal qualities**

Pupils enjoy coming to school and their attitudes and behaviour are both very good. Attendance is good. The relationships between pupils and adults and between pupils themselves are very good. There is very good provision for the pupils' spiritual, moral, social and cultural development.

### **Main strengths and weaknesses**

- Attendance has improved substantially in recent years
- There is a very high degree of racial harmony; behaviour and attitudes are very good
- Extra-curricular activities are well supported and pupils enjoy taking responsibility
- Spiritual, moral, social and cultural development is very good

### **Commentary**

6. Attendance has shown considerable improvement over recent years and last year it was above the national average. Current indications are that attendance is still improving this year. Unauthorised absence is above the national average; the school is reluctant to authorise any absence for holidays in term time.

### Attendance

#### Attendance in the latest complete reporting year (%)

Authorised absence	
School data	3.8
National data	5.4

Unauthorised absence	
School data	1.0
National data	0.4

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

7. The pupils' attitudes and behaviour have improved since the last inspection and both are now very good. Pupils say they like school and believe they are expected to work hard. They also think they are making good progress, as do their parents. On the few occasions that behaviour is unacceptable effective measures are taken to correct it. Exclusions are rare and there was only one fixed term exclusion during the previous year. There is a very high degree of racial harmony and pupils from the many ethnic groups in the school work and play well together. There were very few incidents in the last year that had racial overtones and these tended to be of verbal abuse; all are recorded, followed up and reported to governors. Bullying rarely occurs but when it does it is dealt with effectively. 'Golden rules' are well understood by all pupils. All adults encourage good behaviour by strongly praising it and pupils respond very well.

### Exclusions

#### Ethnic background of pupils

#### Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	30	0	0
White – Irish	1	0	0
White – any other White background	10	0	0
Mixed – White and Black Caribbean	6	0	0
Mixed – White and Black African	3	0	0
Mixed – White and Asian	8	0	0
Mixed – any other mixed background	11	0	0
Asian or Asian British – Indian	177	0	0
Asian or Asian British – Pakistani	77	0	0
Asian or Asian British – Bangladeshi	3	0	0
Asian or Asian British – any other Asian background	34	0	0
Black or Black British – Caribbean	4	1	0
Black or Black British – African	22	0	0
Black or Black British – any other Black background	3	0	0
Any other ethnic group	2	0	0
No ethnic group recorded	2	0	0

*The table gives the number of exclusions, which may be different from the number of pupils excluded.*

8. Relationships, built on mutual trust and respect, are very good throughout the school. All the staff know the pupils very well and value them as individuals. The quality of the relationships and the very positive and encouraging ethos of the school contribute greatly to the pupils' social development. This produces an orderly and very social community in which pupils are keen to take on responsibilities such as helping with secretarial work and in the library and representing their class mates on the School Council.
9. Pupils' spiritual development is very well promoted in a variety of ways, including the very good multi-faith assemblies, circle time<sup>1</sup> and discussions in religious education (RE) and other lessons. Pupils are given many opportunities to reflect on their own and other people's beliefs, values and actions. Their moral development is also very good and is fostered by similar means. The very good personal, social, health, and citizenship education (PSHCE) curriculum plays an important part in this development.
10. Cultural development is very good; the school celebrates the wide range of cultures within it in many ways; for example, through learning about and respect for the various religions represented in the school, the celebration of religious festivals such as Diwali, and through well supported extra-curricular clubs such as Bhangra Dance and Ramadan clubs. Pupils are also encouraged to wear traditional dress on special days. A particularly good example is the recent Black History Month during which pupils learnt about the lives of famous Black achievers such as Nelson Mandela, Mary Seacole and Muhammed Ali. Pupils' also attended steel band workshops, enjoyed a production by a visiting theatre group and attended a celebration evening with parents.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education is good. Teaching and learning are good and some very good. The curriculum, including opportunities for enrichment and the use of resources, is also good. Provision for pupils' health, safety and welfare is good; the guidance and support provided are very good and pupils are much involved in school life. Partnerships with parents and the community are good and with other schools, very good.

### **Teaching and learning**

Teaching and learning are good and some very good, especially in Year 6. The teaching of most subjects is good; there are strengths in English, mathematics and science. Assessment is generally used well to adapt work to pupils' abilities.

### **Main strengths and weaknesses**

- Most lessons are challenging, planned very well and pupils encouraged to explain their reasoning, although in a minority the pace slows where pupils lose concentration.
- Pupils from diverse backgrounds enjoy learning and behave very well because lessons are stimulating, relevant and relationships very good.
- Assessment is used very effectively to adapt work to pupils' needs, especially in English and mathematics, but in some other subjects it is not as thorough.
- Resources are used very well to make learning lively and relevant but ICT is not used enough.

### **Commentary**

11. Overall, the quality of teaching and learning is good. A considerable proportion is very good and there is some that is excellent. It is particularly good in Year 6. This represents a substantial improvement since the last inspection. The good support and guidance provided

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<sup>1</sup> This is a time when pupils can share thoughts and feelings in a circle with their teacher

by year team leaders and subject co-ordinators when planning new sequences of work and close monitoring of teaching at several levels throughout the school are doing much to enable new teachers to settle and work effectively and to improve teaching quality. Teaching in most subjects is good; there are strengths in the core subjects of English, mathematics and science and there is none that is unsatisfactory. Almost all parents think the teaching good and pupils work hard. Most pupils enjoy lessons, think they work hard and that teachers help them make their work better.

### **Summary of teaching observed during the inspection in 47 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3 (6%)	16 (34%)	15 (32%)	13 (27%)	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. Lessons are very well planned within year teams and there is much sharing of ideas and expertise so that pupils in parallel classes have similar experiences. There are a number of strengths in the planning; technical vocabulary features prominently on display and is regularly referred to in every lesson and pupils are strongly encouraged to think, discuss and articulate their reasoning. This is a key strategy in developing pupils' speaking and listening skills and their language and is of particular benefit to those whose language and pronunciation is at an earlier stage. Praise and encouragement are used very well; pupils' self-esteem and aspirations are high. Recent training in accelerated learning<sup>2</sup> methods is also having an impact. Teachers employ a variety of teaching methods, combining visual and first hand experience with discussion and regular recall of key points that help pupils to assimilate quickly new ideas. Resources are used very well to support these approaches; for example in mathematics where Year 5 and 6 pupils explore features of two and three-dimensional shapes using models and in history and religious education where artefacts and visits bring learning to life. However, ICT is not used enough within most subjects to aid pupils' learning.
  
13. The context for lessons is often stimulating and relevant to the range of minority ethnic backgrounds in the school. Much is done to adapt the curriculum, through theme weeks and by using the local and wider community, to bring learning to life; pupils of all backgrounds and abilities respond with interest and enthusiasm. Consequently, lessons are very inclusive. Pupils work productively in shared tasks, relationships are very good and teachers manage pupils very well so that their behaviour is very good. Most lessons are well structured; teachers use questioning well to recall prior learning and to encourage pupils to reason and compare methods. This is particularly evident in English, mathematics and science. Activities engage pupils and develop the learning well and the closing sequence is usually well conducted so that they consolidate what they have learned. Occasionally, in the weaker lessons, sequences are not timed well or teaching methods varied; class discussion can extend for too long a period, the pace slows as pupils lose interest and the closing sequence is subsequently rushed or not included.
  
14. In the core subjects of English and mathematics, the comprehensive assessment information teachers gather is used very effectively to ensure the pitch of the work is challenging and matches pupils' needs; this is a key factor in the good and very good achievements in these subjects. In most lessons, tasks are planned at three levels of difficulty and pupils grouped appropriately within the class. In addition, withdrawal groups for additional literacy and numeracy and small group work for able gifted and talented pupils in Year 6 very effectively challenge and extend these pupils' learning; some are excellent. Teaching and learning support staff plan together and very good teamwork ensures that every pupil is challenged appropriately. Learning support assistants and support teachers achieve a very good balance between questioning and instruction with the small groups and individuals they work with. However, the use of assessment is less well developed in some other subjects; in the minority

<sup>2</sup> These are teaching methods based on educational research into how children learn.

of weaker lessons activities are not adapted for pupils' abilities so thoroughly. For example, pupils' ICT skills are not yet assessed and some teachers consequently do not take sufficient account of the range of pupils' skills so that the more able in particular are not extended as much as they could be.

15. Teaching and learning for pupils acquiring English are good overall. Pupils have detailed target plans which are reviewed on an ongoing basis. The specialist teacher joins in planning meetings with staff to advise them and also to gain further information about pupils' progress in order to support further pupils in withdrawal groups or in mainstream classes. In the lessons observed, the teacher used the pupils' first language to support learning and they were delighted. They also thoroughly enjoyed the dual language story on the computer. A range of visual aids, such as fruit and big books were also used. The careful selection of resources and the teacher's constructive, calm and varied approach enables pupils to make good progress in their learning and gain confidence.
16. Marking is generally good. Pupils are strongly encouraged to review their work and their progress towards their targets; they are rewarded when they achieve them. Homework extends the learning well but it is not evenly set over time and pupils' diaries are not used consistently.

## **The curriculum**

The curriculum is well developed. It is broad in scope and adapted very well to pupils' needs and backgrounds. It is enriched by a good range of extra-curricular clubs, visits and visiting speakers. The accommodation is good and used very effectively. Staffing and resources are good.

## **Main strengths and weaknesses**

- Curriculum development and innovation is good, but pupils' writing and use of ICT need extending across the curriculum more fully to broaden their scope and raise standards.
- Provision for pupils with special educational needs is very good; support for pupils acquiring English is good.
- The personal, social, health and citizenship programme is very well developed.
- There is very good equality and access; the inclusion of the physically disabled pupils is outstanding.
- There is a good balance of staff expertise and experience. The accommodation is attractive and used efficiently and resources are good but the library is inadequately stocked.

## **Commentary**

17. The leadership team systematically monitor and evaluate the impact of curriculum developments and innovations. A recent innovation is the training given to all staff on accelerated learning methods and the emphasis being placed on encouraging pupils' thinking skills. Pupils in Year 6 are also beginning to learn French and a visit to an airline training centre is planned for shortly where pupils will apply what they have learnt in simulations with their staff. The curriculum caters well for pupils' interests and the range of ethnic backgrounds; much use is made of the local community and visiting speakers. Focus days and weeks enable the school to bring in specialist expertise and resources and provide opportunities for pupils to learn subjects in more depth. For example, pupils visit different classes over two days and learn about different techniques and skills in art and design and technology.
18. The school provides very good equality of access and opportunity. The inclusion of physically disabled pupils is outstanding. For example, in physical education, the teaching assistant enabled a pupil with physical disabilities to be part of a dance group and successfully work through the process of developing a dance routine with a group of pupils. In addition, the very good planning within year groups ensures that pupils in different classes receive similar provision. The curriculum is adapted well for pupils of different abilities, especially in English and mathematics, and teachers have identified gifted and talented pupils. In Year 6 for example, additional withdrawal groups during part of the week for the less able and also more able, gifted and talented pupils are very effective. However, ICT is not used enough within subjects.

19. The provision for pupils with statements and those with other special needs is very good. These pupils' needs are carefully assessed and the quality of the subsequent Individual Education Plans is very good. There are regular reviews that involve parents and pupils. A particular strength is the inclusion of these pupils in lessons, assembly activities and extra-curricular activities. Learning support assistants and teachers work well together to provide very effective support and guidance in lessons. Good provision is made for a smaller group of pupils who are in the early stages of acquiring English through individual teaching and within lessons. The larger group whose spoken English is better, do not achieve as well in their writing and require substantial support in their writing. There are dedicated sessions devoted to improving all pupils' writing and handwriting, but opportunities to write for different purposes need extending across subjects more fully.
20. The provision for extra-curricular activities is very good. There is a wide range of popular activities such as games where pupils are taught strategies; 'remember that lines can be horizontal, vertical or diagonal' and 'always take a few moments . . . and then make your move.' There was also guidance for playing chess; 'The queen likes her skirt to match the square.' Pupils' expressions showed their delight when they tried out the suggestions. There is a range of clubs such as girls' netball and football, Ramadan club, Bhangra dance club, a computer club and a library club. School football and netball teams take part in tournaments and compete successfully at local level and in a range of sporting activities. These contribute well to pupils' personal, social and cultural development. The school also encourages a range of learning outside the school day. Visits to Osmington Bay have had a positive impact on pupils' confidence, relationships and self-esteem.
21. There is a good balance of staff expertise and experience; support staff for pupils with special educational needs and those physically disabled are very well trained and effective. The school has a number of experts in their field and also uses the expertise within the local education authority to provide relevant training, for example in bilingual teaching.
22. Accommodation and resources overall are good. There have been substantial improvements since the previous inspection; for example the addition of a computer suite and many enhancements to the outdoor play and rest areas. The multi-sensory garden, play area and quiet areas are very pleasant and provide pupils with a variety of choices and the pond area provides a useful resource for science work. The entrance is welcoming and the good quality displays around the school and in most classes positively enhance the school environment. Good use is also made of the wider community to enhance the curriculum. For example, visits to the local Mosque and the Temple, visits to the local Heath, links with the local secondary school and Brentford Football Club all enhance the curriculum. However, there are insufficient books in the library to meet the school's needs.

### **Care, guidance and support**

The school provides a safe and very caring environment where every pupil is well supported and valued and this helps them with their learning. It very actively seeks and values pupils' views and acts on them.

### **Main Strengths and weaknesses**

- Child protection and health and safety procedures are good
- Staff know pupils very well and there are very good relationships
- Pupils are encouraged to review and evaluate their work and much is done to involve them in school life
- The induction procedures for pupils new to the school are good.

## **Commentary**

23. The school is a safe and very caring community. The ethos of the school makes a major contribution; every pupil is well supported and valued. The staff, both teaching and support staff know the pupils very well and they work well as a team to promote the pupils' personal welfare and to make them feel safe and secure. Most pupils say that staff treat them fairly and that there is an adult in school they would turn to if they are worried. Some aspects of their personal development such as behaviour and their special needs are formally recorded and pupils have personal targets such as improving their concentration or the clarity and confidence of their speaking in lessons. Pupils with special educational needs, those who have English as a second language and those with physical disabilities are well integrated into the school and receive the same very good level of care and support. There are very good relationships between the pupils and staff and the staff are good role models. The school's programme of personal, social, health and citizenship education provides a very good framework for raising the pupils' awareness of healthy and safe living for which the school has won a Healthy Schools Award.
24. The school has good health and safety practices for ensuring the welfare of the pupils and staff. The governing body takes an active part in monitoring health and safety matters. Regular risk assessments are carried out for school based activities and for off-site visits and school journeys. There are good procedures for fire safety and regular fire drills are held. Governors have directed additional resources to improving the security of the school site, especially school entrances, and these are good. Arrangements for child protection are good and are based on the locally agreed procedures. The headteacher is the designated person, but other members of the leadership team are also well trained to deal with these matters. All staff are aware of the procedures and they feature prominently in the school's induction programme for new staff. There are also very good procedures for the induction of pupils into the school from the adjacent infant school and almost every parent who expressed a view approved of these arrangements.
25. The school does much to involve pupils and act on their views. For example, pupils were issued with a questionnaire about school life and a pupils' action plan was drawn up with them to address the issues raised. The School Council, which has pupil elected members from each class, is another forum through which pupils' views are sought. The Council members take their role seriously; during the inspection, they discussed how to spend five thousand pounds that had been raised through a variety of fund raising activities. They came up with a variety of sensible options for further discussion before a final decision is taken. In lessons, pupils are encouraged to review their work in relation to the prominently displayed lesson objectives and to record successes towards the targets recorded in their diaries.

## **Partnership with parents, other schools and the community**

The School works hard to forge its partnership with parents and has been successful in involving them in the education of their children. There are very good links with other schools and good links with some sections of the wider community that benefit the pupils. Links with the business and commercial community are under-developed.

## **Main strengths and weaknesses**

- Parents are provided with good quality information and their views sought and acted on
- Good advice is provided to enable parents to help their children at home and the parents of physically disabled children are fully involved in their education
- Links with local schools and colleges are very good but more could be done to improve links with the business and commercial community



## **Commentary**

26. The parents spoken to, who returned the pre-inspection questionnaires, attended the pre-inspection meeting or returned the school's own questionnaire are very supportive of the school. A small minority have concerns about incidents of bullying and harassment but feel that the school deals with these few incidents well and inspectors agree.
27. Parents are provided with very good information about school life and the curriculum. There are regular newsletters that pupils from different classes contribute to; the prospectus and the governors' annual report to parents are both very informative. They also receive a curriculum booklet that contains details of what their children will be learning each term and gives advice on how parents can help their children. They find this very helpful, especially the section on mathematics. Parents are invited to meetings regularly to discuss their children; these are well attended and monitored by the deputy headteacher to ensure there is good attendance from all ethnic groups. Annual reports are detailed and informative. Each pupil also has a homework diary that contains space for parents' as well as teachers' comments, although they are inconsistently used across the school. The school is working hard to involve parents more fully in school life and their children's education; for example a parents' group meets informally in school each week. The parents of physically disabled pupils, who are drawn from a wide area, meet teachers and support staff regularly in a tea party to discuss their children. These are much valued events.
28. Pupils make visits out of school to enrich their learning; for example, to the local places of worship and the local library. Members of the local community, including representatives of faith communities and the emergency services, are also invited into school to talk to the pupils. There are very good links with the nearby infant school from which most of the pupils transfer; for example, to help teachers build on pupils' prior experiences. The headteacher of the infant school was invited to present awards at an Achievement Assembly and was greeted with warm affection by her former pupils. Very good links also exist with several local secondary schools to which pupils transfer so that information and transition to secondary education is smooth. Teachers from two of them liaise regularly with teachers at the school on curriculum matters such as science teaching and share resources. Links with the business and commercial sectors of the community are few in number. The school recognises the potential benefit of such links and is making this a school priority this year under the leadership of a specific member of staff.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are good overall. The headteacher provides very effective leadership and direction for the school and is supported very well by the leadership team; the leadership of other key staff is good. Management is also good and there are strengths in the arrangements for self-evaluation and improvement. The governance of the school is effective.

### **Main strengths and weaknesses**

- There is close teamwork throughout the staff, focussed on a strong commitment to pupils' personal development and high achievement
- The headteacher and leadership team provide strong direction for the school based on a thorough analysis of its provision, particularly patterns in pupils' achievements
- The very good race equality policy is being implemented very well and closely monitored; the school's climate is very inclusive and promotes high aspirations
- Governors carry out their statutory duties well and know the school's strengths and weaknesses but need to monitor its work in priority areas more closely.

## Commentary

29. The headteacher and leadership team, consisting of the deputy, assistant headteacher and special educational needs co-ordinator, has inspired close teamwork and a shared vision amongst all the staff, focussed on every pupil's personal care, development and high achievement. They each provide very good role models for other staff in their teaching and together provide very good leadership and direction for the school. The key to the school's success is its very welcoming and encouraging climate and ethos that has a very positive impact on pupils' self-esteem and aspirations, their relationships and respect for others. As a result, pupils from diverse ethnic and social backgrounds work very well together to achieve their best. Very effective strategic planning since the headteacher's appointment two years ago has focussed attention on a number of improvements; for example, creating closer partnerships with parents and the community and improving the relatively low attendance. Parents are now much more involved in their children's learning and attendance has improved dramatically. There is also substantial and effective delegation of responsibility and close teamwork through year teams, senior and middle management teams and subject co-ordinators. Above all, the school's analysis of its performance is self-critical, very thorough and is an integral part of all managers' responsibilities.
30. The school's management is good; a particular strength is the rigour of its very good self-evaluation and improvement strategies. The leadership team consults very widely in evaluating the school's performance; parents are surveyed as well as pupils and action plans to address their concerns have been produced with their involvement. The school's standards are rigorously analysed and compared with national benchmarks; these include a detailed analysis of the progress of minority ethnic groups and vulnerable pupils such as refugees and immediate action is taken; for example, to improve the achievement of pupils from Black African and Caribbean backgrounds. Subject co-ordinators in the core subjects review pupils' performance in test questions and take action; writing standards and mathematical problem solving are current priorities. However, subject co-ordinators in other subjects are not as effective in their use of assessment to guide their work. Year team leaders monitor and support teaching and guide planning within year groups as part of the school's effective performance management arrangements and training is used effectively to improve teaching quality. The impact of recent training on accelerated learning techniques, especially active learning, is very evident in lessons. There are some variations in teaching quality across the school. The leadership team is active in supporting and guiding particular teachers and the arrangements for induction and training of new staff, including those newly qualified, are effective; they settle quickly and gain much from the highly structured curriculum planning and support they receive from colleagues.
31. The school is a very inclusive community and works hard to alleviate barriers to learning such as poor language skills. The comprehensive race equality policy, approved by governors a year ago, is being implemented very well and closely monitored by the deputy; training has been provided for all staff, all incidents of racial abuse, of which there are few, are rigorously followed up and reported to governors. Cultural diversity is strongly celebrated through the wide range of activities and clubs provided and good use made of the local and wider community to make the curriculum and resources relevant to ethnic groups within the school. The recent celebration of black history provides a good example. The leadership team also works in partnership with a range of outside agencies to help address some social and language barriers; for example, refugee and asylum seeker families are visited and supported. Those whose English language is at an early stage are supported well by a specialist teacher and staff attend an extensive course of training in bilingual learning.
32. The school's three year development plan is very soundly based on its analysis of strengths and weaknesses and progress in school priorities is monitored by the leadership team and senior and middle management groups. Governors understand the school's strengths and weaknesses through regular reports from key staff and the headteacher and they carry out their statutory duties well. They are centrally involved in promoting inclusion, especially in monitoring the impact of the school's race equality policy. They work well with the leadership

team to help shape the school's direction; for example, in providing posts of responsibility and staff development to help retain and motivate staff. Governors ensure they are present at all parental functions so that they are fully accessible to parents. While there are also regular governor visits to school, they are not yet sufficiently focussed on key areas such as school priorities in the improvement plan; governors are currently working to improve this aspect of their work in holding the school to account.

## Financial information

### *Financial information for the year April 2002 to March 2003*

Income and expenditure (£)		Balances (£)	
Total income	1,123,428	Balance from previous year	44,419
Total expenditure	1,105,934	Balance carried forward to the next	60,815
Expenditure per pupil	2,920		

33. The school's budget is managed well and monitored regularly by the finance committee with the headteacher and finance officer. Financial resources are linked appropriately to school priorities and good value for money sought through several tenders for major purchases. Governors plan for contingencies; for example, they evaluate the likely impact of projections in pupil numbers; carry forwards are reasonable and a recent auditor's report found financial controls were sound. While expenditure per pupil appears high, it includes the additional provision for physically disabled pupils in the specialist Centre, which is over 12 per cent of the school's budget. Resources for pupils with special educational needs and those physically disabled in the Centre are used appropriately and efficiently for their designated purpose by the special educational needs co-ordinator who leads and manages them very well. Overall, the principles of best value are applied very well throughout the school. There is extensive consultation both within and outside the school and action taken; standards are compared rigorously and there is no complacency; teaching is monitored and training and support used well to improve it.

### **What is the effectiveness of the work of the Centre for Physically Disabled Pupils?**

Overall provision in the Centre is **very good**.

#### **Main strengths and weaknesses**

- Planning and assessment is meticulous and effective. As a result, teaching and learning are very good and lessons fully inclusive of these pupils
- Pupils have very good access the full range of the school curriculum and extra-curricular opportunities; ICT is used very well to overcome physical barriers to learning
- There is excellent care and support provided by the teachers, special support staff and allied professionals and the unit is very well led and managed.

#### **Commentary**

34. The centre makes provision for up to ten pupils with physical disabilities; currently there are eight pupils supported by it. Good specialist facilities are provided to meet these pupils' personal needs and to assist staff in moving and supporting them. Pupils are fully integrated into school life and taught mainly in lessons with other pupils and sometimes within smaller withdrawal sessions.
35. The pupils' standards are wide ranging, from above to below average in the core subjects of English, mathematics and science; for example, one pupil is on course to achieve a standard in line with the national average in literacy and three pupils are expected to achieve levels close

to the national standards. Last year, one pupil achieved above the national average in science and was average in mathematics. During their time in the school, pupils achieve very well in relation to their targets and attainment on entry. They have very positive attitudes to school, attendance is good and they enjoy very good relationships with other pupils and with adults. The success of their inclusive provision in mainstream lessons does not diminish the value they get from returning to the centre with the special support and teaching staff. These occasions are important social times when pupils make friends and develop socially and emotionally.

36. Teaching and learning are consistently very good, both in mainstream classes and in the centre. Every care is taken to ensure that pupils' physical, social and academic needs are met; for example, the management of a pupil using standing frames and a wheelchair in the course of a lesson so that he is able to move from a class to a group activity in the same way as others. Similarly, the use of a communication pathfinder aid allows other pupils to communicate in lessons and even in school assembly. The individual learning style of each pupil is understood by teachers and support staff. Tasks and activities are well matched and pupils work productively in group activities with class mates. The close partnership between teachers, support staff and visiting professionals that enables pupils to learn effectively is a major factor in their good achievement. The school's use of accelerated learning strategies has made a multi-sensory approach to learning standard in their lessons and it particularly benefits these pupils, some of whom have multiple disabilities.
37. Pupils have full access to the school's curriculum. The centre pupils also participate in the range of clubs and extra-curricular activities; for example, the Bhangra dance club, library club and the ICT club. The school has also provided them with special bicycles for use in the playground. The pupils are very well cared for, guided and supported by experienced and dedicated staff. The monitoring of their progress is detailed and appropriate. The use of the special educational needs group room and the rest room at the beginning and end of the day provides a haven for these pupils. Here, they can share concerns, feel welcomed and valued, as well as meet their personal needs.
38. The school maintains and promotes close and effective links with the parent group. Regular social occasions are planned at the school when parents, teaching and support staff and allied professionals are invited to attend. During the inspection there was a tea party involving most of the parents. They were able to chat informally with teaching and support staff and other professionals, like the physiotherapist. The children joined the party halfway through. The whole occasion demonstrated clearly the mutual respect between school staff and the parents and the very positive way this relationship affects the social, personal and academic development of each pupil. The special educational needs co-ordinator and her deputy provide very good leadership of the unit and are very knowledgeable. The co-ordinator works closely with other centre staff and is a member of the leadership team, emphasising the central importance the school attaches to the welfare and achievement of these pupils.

## EXAMPLES OF OUTSTANDING PRACTICE

### Example of outstanding practice

#### **The work of the Physical Disability Centre that enables eight pupils to be fully integrated into the school's life and mainstream classes and enables them to achieve very well.**

Teaching and learning is very good because it involves excellent teamwork between class teachers, learning support staff and visiting professionals. All these roles are equally valued and contribute much to the high levels of achievement evident amongst all the pupils. They are fully engaged in lessons; for example, in creating dance sequences in physical education.

ICT is used very well to help pupils overcome physical barriers to learning. For example, the use of a modified keyboard for one pupil and the use made of pathfinder communication for another enable them to record and report their work. Another outstanding feature is the balance of experience gained in mainstream classes and the well-targeted withdrawal for specific support with specialist teachers. There is also close and regular contact between staff in the centre and parents in many ways, including tea parties that provide regular opportunities for

dialogue between all the staff involved and the parents. They contribute to pupils' very positive attitudes and achievements and ensure that learning is holistic and fully encompasses their personal, social and academic development.

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

## **SUBJECTS IN KEY STAGE 2**

### **ENGLISH**

Provision in English is **good**.

#### **Main strengths and weaknesses**

- Pupils achieve well. The additional support provided for more able and for less able pupils is having a good impact upon their progress.
- The quality of teaching and learning is good and some very good.
- Speaking, listening and reading skills are developed very well in English lessons and in other subjects.
- Writing is improving but pupils find difficulty in writing for a variety of purposes and the correct use of punctuation and grammar.
- The use of the library, ICT and research skills are underdeveloped.

#### **Commentary**

39. In 2003, standards in national tests were well below the national average but in line with similar schools; the school fell short of its target in the subject. Reading was better than writing. Standards seen during the inspection in English are in line with those nationally in speaking, listening and reading; this improvement since the last inspection has come about because of the strong focus that is placed upon these aspects in all lessons. However, standards are well below average in writing. A range of strategies is now in place to improve the quality of writing and inspection evidence suggests they are having a good effect upon standards. Pupils, including those from minority ethnic groups, those with special educational needs and the more able pupils achieve well as they progress through the school. Pupils enter the school with well below average literacy skills and the school is working successfully to improve them. Parents also provide good support for reading, speaking and listening skills but writing is less well supported. There has been good improvement since the last inspection in pupils' reading, speaking and listening skills and in the quality of teaching.
40. Overall standards in speaking and listening in Years 3 and 4 are below average and average in Years 5 and 6. In lessons in Years 3 and 4, pupils develop their confidence; for example, in discussing the real and fantasy world of the Lion, The Witch and The Wardrobe. The majority of pupils are able to talk about sequence, order and time with understanding. More able pupils enjoy sitting in the 'hot seat' while other members of the class fire questions at them. By Year 6, pupils talk about poems they have read and explain what is distinctive about the style and content of them. More able pupils talk about 'alliteration' and 'metaphors' with confidence. Teachers and support staff work hard to extend pupils' vocabulary by encouraging group discussions in class and repeating and explaining unfamiliar words. Technical vocabulary features prominently in all lesson plans and their constant use in lessons is doing much to extend the range of pupils' vocabulary.
41. Pupils achieve very well in reading and benefit from a well-structured approach. All pupils have daily opportunities to read books at their level of interest and competence. Pupils of below average ability benefit from guided reading and specific prompt sheets help focus their reading of simple text to gain understanding. More able pupils read fluently and begin to read more widely. All pupils select fiction and non-fiction books from the library and some use the Internet to locate information. The central library is being used increasingly but there are a limited number of books available. While pupils learn the skills to research information and to edit and improve text with computers, they are not given sufficient opportunity to apply them to improve their standards.

42. While there are only small numbers of pupils whose spoken English is at an early stage and who receive additional funded support, there are considerably more whose writing standards are low for their age. The school is aware of this and is working hard to address it. Pupils achieve well as they move through the school because of good teaching and the additional support provided for more and less able pupils, both within lessons, and through small group withdrawal. For example, pupils in Year 5 investigate the use of connectives in building and writing sentences and understand how sentences are built into paragraphs. One pupil commented that “using the same connectives like ‘also’, ‘furthermore’, ‘moreover’, all the time makes sentences boring”.
43. Teaching and learning are good. A considerable proportion is very good. Strengths include:
- Very good planning. Teachers make regular assessments of pupils’ progress and ensure tasks given are appropriately challenging
  - Relationships are very good, pupils sustain concentration and behave very well
  - Pupils are fully involved in setting targets and are encouraged to review their progress towards them and to evaluate their learning in lessons
  - Activities are stimulating and fully engage pupils in learning; in the very good lessons, pupils are engrossed and the quality of discussion is high
  - Very good support is provided by well trained support teachers and assistants in lessons for pupils with special educational needs and those at an early stage of learning English.
44. The leadership and management of the subject are very good. The co-ordinator has recently taken up her responsibilities and worked closely with her predecessor to ensure that the good subject monitoring and assessment procedures are maintained. Whole staff training and guidance has been provided on all aspects of the subject. Teaching and learning are monitored and supported systematically and good advice provided; for example, through year group meetings to guide teachers when planning. Pupils’ achievements, including their responses to questions in standardised tests, are thoroughly analysed and the subject’s good improvement plan is soundly based on this monitoring.

### **Language and literacy across the curriculum**

45. The development of speaking and listening skills and the introduction and assimilation of new vocabulary across the curriculum are good; for example, in learning about the different faiths in religious education and discussion of the differences between ‘fact’ and ‘opinion’ in history. Writing is not as well developed. The school is making good provision to extend pupils’ writing and handwriting skills through a programme of dedicated lessons but this is currently not applied sufficiently across subjects.

## **MATHEMATICS**

Provision in mathematics is **very good**

### **Main strengths and weaknesses**

- Pupils of all abilities and ethnic backgrounds achieve very well in most aspects of mathematics
- Teaching and learning are very good, especially in Year 6; lessons are challenging to all abilities, planned thoroughly and resources used well, but occasionally the pace is too slow
- Assessment is used very well to set targets and to adapt work to meet pupils’ different needs and abilities, both within lessons and through withdrawal groups
- Technical vocabulary and pupils’ speaking and listening skills are strongly developed in lessons so that they become confident when explaining their reasoning

## Commentary

46. In the 2003 national tests, pupils in Year 6 achieved standards in line with the national average; pupils achieved very well compared to similar schools and the school met its target. Standards seen during the inspection by Year 6 are also about average and pupils of all abilities and ethnic backgrounds achieve very well, particularly in Year 6. Good progress has also been made since the last inspection, particularly in the achievement of more able pupils and in teaching quality.
47. Pupils in Year 3 are achieving well. Most know their 2, 5 and 10 multiplication tables and are acquiring an understanding of multiplication as repeated addition. Teachers throughout the school use a variety of approaches and terms when teaching basic skills and use resources such as number lines and squares very effectively to illustrate and explain. Recent staff training on accelerated learning techniques is also having a positive impact; pupils are provided with many first hand experiences to help them understand new concepts and relationships and there are regular opportunities to recall and reinforce what has been learned.
48. By Year 6, pupils have made very good progress in their understanding of number as well as shape, space and measures and in handling data. Most are competent in all four operations and use formal written methods appropriately to calculate and show their working. In Year 6, senior teachers give instruction to smaller withdrawal classes for both the more able and gifted pupils and to those with special educational needs. As a result, all the classes in Year 6 are smaller and more focussed. In one excellent lesson, more able Year 6 pupils calculated the perimeter of a range of irregular quadrilateral shapes using different methods and compared them to decide which the more efficient strategies were. They derived some algebraic formulae with their teacher and resolved problems such as having incomplete information on their dimensions. All were engrossed in their learning throughout as a result of the very high level of challenge, pace and excellent questioning from their teacher.
49. Pupils are given appropriate opportunities to apply their mathematical skills to solve problems in a variety of contexts; an aspect that was relatively weak in recent tests. The current emphasis on this aspect of mathematics should be sustained to ensure all pupils can devise strategies to solve problems unaided. Parents are provided with useful advice on how to help their children at home and this is playing an important role in their achievement. ICT is generally not yet used enough to help improve pupils' standards, although there are some examples of good practice; for example, Year 6 less able pupils work with a support assistant to sort two-dimensional shapes into groups according to their features.
50. Lessons are challenging and very inclusive of all pupils; those from different ethnic backgrounds work very well together to help and support each other in lessons. Most teachers routinely plan mathematical activities at three different levels of difficulty so that all pupils are challenged appropriately. In addition, much prominence is given to the introduction of new technical vocabulary in every lesson so that all quickly assimilate new terms and practise their pronunciation with their teacher when necessary. Those pupils whose language is at an early stage are supported well and make good progress. All pupils are strongly encouraged to speak clearly when answering questions so that their speaking and listening skills improve rapidly and they learn to reason and think for themselves. Pupils with special educational needs and those disabled from the centre also achieve very well. Such pupils are supported very effectively in class by experienced and well trained support assistants.
51. Teaching and learning is very good and occasionally excellent. The key features are:
  - Well planned and structured lessons with common planning across each year group so that pupils in parallel classes have similar experiences.
  - Detailed records of pupils' progress and targets are kept and used very well to adapt work for pupils' different abilities.
  - The pace is good and questioning in particular is used very well in the introductory warm-up sessions to encourage pupils to recall, explain reasoning and compare working methods.



- Lessons are stimulating and challenging to all abilities and relationships very good, although in the weaker lessons, the pace is sometimes slower because class discussions are too long and some pupils lose concentration.
  - Occasionally the closing sequence is ineffective in reviewing what has been learned because it is rushed or not included.
  - Marking is good and homework used well to extend pupils' learning.
52. The subject has been very well led and managed by experienced and well qualified co-ordinators. A particular strength is the way pupils' achievements are analysed very thoroughly to identify what can be improved; for example the current focus on improving pupils' skills in using and applying mathematics is the result of careful analysis of pupils' responses to questions in standardised tests. Very good support is also given to teachers through year group meetings and through training; teaching is also regularly monitored.

### **Mathematics across the curriculum**

53. Pupils are provided with good opportunities to apply their skills within most subjects; for example to measure and display data graphically in science, using shapes such as triangular re-enforcements to improve structures in design and technology and time-lines in history.

## **SCIENCE**

Provision in science is **very good**.

### **Main strengths and weaknesses**

- Pupils achieve very well in their acquisition of scientific facts and principles but some could achieve more in their scientific enquiry.
- Teaching and learning is good; some is very good and is an improvement since the last inspection. Very good emphasis is placed on acquiring new technical language in all lessons.
- Lessons are very well planned, the pace in most is good and pupils are expected to think and explain
- ICT is not used enough to help raise standards

### **Commentary**

54. In the 2003 national tests, Year 6 pupils achieved the national average and were well above average compared to similar schools, including the proportion achieving above the expected level. Standards seen during the inspection by Year 6 have been maintained and are in line with national expectations. Pupils achieve very well overall, particularly in their knowledge and understanding of science facts and principles. However, some pupils could be further extended in their enquiry skills because the teaching of these skills is uneven across the school. More able pupils also achieve very well; those with special educational needs are very well supported in class and make very good progress.
55. Pupils in Year 3 describe the properties of a range of materials in simple terms and sort them accordingly and some begin to relate them to their everyday use. Their knowledge and skills develop very well as they move up the school; for example, Year 4 pupils investigating forces predict how different surfaces may affect the frictional forces involved and the speed of objects down a slope. Close attention is given to introducing new vocabulary in lessons and pupils are encouraged to make decisions themselves. By Year 6 most pupils can plan a fair test and draw on their knowledge of science to make predictions and explain outcomes. In the very good lessons, teachers and support assistants check pupils' understanding of the need for a fair test and are very skilful in helping them make decisions about the variables involved through discussion and effective questioning. But these skills are not as well developed in some weaker lessons so that some pupils are unsure about their working methods. Pupils are given many opportunities to apply their numeracy to estimate, measure and to display data

graphically. However, ICT is not used enough, although there are some good examples on which to build. For example, temperature sensors are used in Year 5 to compare variables and display results graphically when investigating insulators. Activities such as these need extending throughout the school.

56. Displays are used well to illustrate technical terms, to guide pupils and encourage them to think; for example, some Year 5 and 6 displays provide thought provoking questions such as;
- Why is it possible to compress this sponge?
  - Which material has the most tightly packed particles?
  - Do larger or smaller particles dissolve faster?
57. Overall, teaching and learning are good; some is very good and none is less than satisfactory. There is good emphasis on the correct use of specific vocabulary, ensuring that pupils fully understand scientific terms. The very good teaching is characterised by;
- Focussed questioning that encourages pupils to speculate, predict and explain.
  - Well paced discussions and explanations that challenge pupils when planning a fair test.
  - Careful use of analogies to clarify difficult concepts for pupils and aid their understanding and the use of step by step explanations with increasing challenge.
  - Very good pace keeping pupils engrossed throughout the lesson.
58. In the minority of satisfactory teaching, discussions and explanations are too brief and not structured into challenging and manageable steps. As a result some pupils struggle to apply their scientific enquiry skills when planning and carrying out their investigations.
59. Good progress has been made since the last inspection. More able pupils are achieving better and planning is much improved, including more emphasis on scientific enquiry that was weak at that time. ICT now features in the curriculum, although further improvement is needed.
60. Leadership and management in science are very good. The co-ordinator is a very good role model in teaching scientific enquiry skills. The very thorough analysis of pupils' performance in standard tests results in well informed leadership and thus an appropriate plan of action. Improving the use of ICT and assessment of pupils' scientific enquiry skills to ensure they are appropriately challenged are current priorities. Good links have been established with the local secondary school to develop environmental science.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils acquire sound basic skills across a wide range of contexts and applications and most achieve well, although older pupils could develop further their understanding of control technology and use of sensors in science
- Teaching is mainly good; most discussions and demonstrations are well conducted, pupils work productively in groups and at a good pace but some teachers' ICT skills need improving
- Tasks provided in most lessons tend to be similar; pupils are not yet assessed in their basic skills and as a result, more able pupils do not achieve as well as they could
- ICT is not used enough to help raise standards in subjects across the curriculum

## **Commentary**

61. Standards are about average by Year 6 in all aspects of ICT. Most pupils achieve well in acquiring basic skills in a broad range of contexts and applications, although some more able pupils could achieve more. Pupils with special educational needs make good progress and are well supported in lessons by teachers and support assistants. Those physically disabled generally acquire good skills; most have their own computers to aid their learning but they also have full access to discussions and tasks in all lessons so that they achieve well.
62. Most pupils in Year 3 know how to log on to the school's network and access files and applications. They acquire good basic skills in drafting and adjusting text for font size, colour and style to add emphasis and effect. These skills are developed further in Year 4 as pupils learn to order and edit text using a variety of tools. Most teachers are confident when demonstrating and achieve a good balance between direct instruction, illustrated well on a computer projector and screen, and suggestions from pupils about next steps to take. As a result, pupils quickly learn to apply skills and practise them. Teachers sometimes use relevant examples such as commercially produced anniversary cards to illustrate how adjusting text can create desired effects for the reader. However, sometimes these good illustrations are not followed up later in the lesson by providing pupils with a similar intended outcome or reader to consider when carrying out their own work.
63. Pupils build their knowledge and skills across a wide range of ICT applications; they learn to research through a range of media, including the Internet and they e-mail classes within the school. They understand how ICT can be used to control devices and to monitor variables such as temperature, sound and light, although both these latter aspects are not emphasised enough in later Years 5 and 6. By Year 6 the great majority have acquired sound knowledge and skills that enable them to combine text, graphics, sound and pictures to create presentations; for example, contributing to the school's newsletter. Year 5 pupils know how to interrogate a database of information. Teachers develop these skills further in Year 6 where pupils use formulae in spreadsheets and present data graphically. However, a key weakness in some lessons is that pupils are not yet assessed in these basic skills and tasks set are similar for all pupils. The effect is that some more able pupils do not progress as much as they could.
64. Teaching and learning are mainly good; some is satisfactory. Teachers use resources within the ICT suite well. Lesson objectives are clear and shared with pupils. New vocabulary features prominently on display and is regularly referred to so that pupils quickly assimilate it. Pupils work very productively in pairs at the computers; relationships amongst the diverse range of ethnic backgrounds are very good. Teachers manage pupils very well and the pace of most lessons is good. Teachers' discussions and demonstrations of new skills and procedures are usually clear and effective, particularly amongst those teachers who are very competent in their own ICT skills. However, a minority are less confident and this shows in the quality of demonstration and questioning in class.
65. Since the last inspection when the subject was a weakness, good progress has been made in a number of areas. The relatively new ICT suite, training provided for teachers and much improved curriculum planning have combined to raise pupils' standards substantially. Much of this is due to good leadership and management that have provided clear direction for developments. The co-ordinators understand what needs to be done and appropriate actions are being taken, especially to support and train teachers and to provide guidance within curriculum plans. Assessing pupils' skills as they progress from year to year and extending the use of ICT within all subjects are rightly current priorities.

## **Information and communication technology across the curriculum**

66. This aspect of ICT is not developed enough. Pupils are provided with some opportunities to apply their sound skills across subjects; for example in mathematics to support pupils with special, educational needs. However, many opportunities are missed to extend learning within

most subjects. One reason is that tasks in the ICT suite tend to focus on acquiring new skills and not enough attention is given to linking the context for pupils' work to current themes in other subjects. Another is that computers in classrooms are not regularly used.

## **HUMANITIES**

Three lessons of history and four lessons of religious education were observed, together with evaluations of samples of pupils' work, examination of teachers' plans and records and discussions with subject co-ordinators, teachers and pupils. Due to timetable constraints, no lessons in geography were seen and the subject was not inspected.

### **Religious education**

Provision in religious education is **good**.

### **Main strengths and weaknesses**

- The quality of lesson planning and breadth of coverage in the subject are very good.
- Teaching is good and much is very good. Well-organised resources and artefacts are used very well to bring learning to life.
- A very good feature is the open and respectful approach made by staff and pupils to the various faiths represented in the school. Pupils make important contributions in lessons.
- Teachers' planning and coverage of the curriculum are monitored and evaluated but pupils' standards are not yet assessed.

### **Commentary**

67. Overall, pupils' standards observed during the inspection are broadly in line with the expectations of the locally agreed syllabus. Pupils demonstrate good knowledge and understanding of a wide range of faiths, beliefs and values. Pupils from the different ethnic groups and more and less able pupils all achieve well in the subject.
68. The school makes every effort to ensure that due emphasis is given to the different faiths, beliefs and values represented in the school and that pupils of all faiths can contribute in lessons. The contributions made by different faiths to the quality of lessons are impressive. For example, pupils in Year 4 were explaining to their peers how Muslim people pray. In Year 6, pupils learn about Buddhist ways of worshipping and they talk about the four Noble Truths. In this lesson pupils were absorbed in discussion about their perceptions of right and wrong in contexts such as the Ten Commandments and Five Pillars of Islam. One pupil said "they are all the same but it is said in different ways". School assemblies also provide good opportunities for pupils to increase their knowledge and understanding of different beliefs and faiths.
69. Overall, teaching and learning are good, much is very good. In the very good lessons, the teachers demonstrate very good subject knowledge and make effective use of resources. For example, in one Year 6 lesson, good use was made of a CD-Rom that enabled pupils to learn more about Buddhism and the eightfold path. Pupils listened attentively and a number of them made important contributions to the ensuing discussion. Relationships throughout are very good and pupils managed very well so that they readily contribute their views and ideas. In the satisfactory lesson observed, the work was less challenging and the tasks needed more guidance and direction to ensure pupils worked at a good pace and completed their work.
70. Good progress has been made since the last inspection; teaching quality has improved and pupils' progress is more consistent through the school. Leadership and management are good. The co-ordinator has established detailed and effective curriculum plans throughout the school and guidance is given to staff; for example, in year team planning meetings. The monitoring of the planning in the subject is very good but the co-ordinator has not yet observed teaching, although this is planned for. Assessment procedures are not well developed.

## History

Provision in history is **good**.

### Main strengths and weaknesses

- Lesson and topic planning are well thought out and implemented consistently across the school.
- Teaching and learning are good, particularly the use of resources and artefacts that enliven and make lessons more relevant.
- Effective use is made of the local and wider community through visits and visiting speakers.
- There is limited use of ICT in the subject.
- Assessment procedures are detailed but they are not used sufficiently to monitor progress and the development of skills.

### Commentary

71. Pupils' standards are in line with national expectations by Year 6 and they achieve well. By the time they reach Year 6, pupils are able to put together information collected from a variety of sources. They begin to make inferences and deductions and have an understanding of time-lines and a chronological framework. They also distinguish between 'fact and opinion'. For example, one Year 6 class was studying research evidence about the Jarrow March to London and thought the reasons for the march were only because of their loss of jobs. They were able to make deductions and inferences from the evidence supplied and by the end of the lesson were secure in their knowledge of the wider issues.
72. Pupils from the different ethnic groups as well as more and less able pupils all achieve well and enjoy history. The school works hard to make the curriculum relevant and interesting. For example, Black History Month provided the opportunity for pupils to learn about historically significant figures, including Nelson Mandela, Mary Seacole and Martin Luther King. Studies like this provide opportunities to write reports, poems and develop pupils' research skills and they make a very good contribution to their cultural development and their self-esteem. Regular visits are made to places of historical interest and there are frequent workshops planned for each year group. For example, Year 4 teachers organised a Roman Day.
73. The quality of teaching and learning is good. Teachers demonstrate good subject knowledge and lessons are very well prepared. Good use is made of artefacts and evidence to add interest and to encourage pupils to make inferences. Lessons include good opportunities for group work and discussion that make a good contribution to their speaking and listening skills and the useful time-lines displayed contribute to their numeracy. Teachers are skilled in supporting pupils with special educational needs and challenging their more able pupils in question and answer sessions during the lessons. However, teachers do not make sufficient use of ICT; for example, to enable pupils to research information and present ideas.
74. Since the last inspection there have been substantial improvements in pupils' achievements and in the quality of teaching. The leadership and management of the subject are good overall. The curriculum is very well planned and enriched by a good range of resources, artefacts and visits. Teachers' planning is monitored and support and guidance given. The use of assessment is mainly designed to facilitate reporting to parents; its use to monitor pupils' progress over time and guide the focus of improvements in the subject is less well developed.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and physical education were inspected in full and are reported below. No lessons were seen in music and it was not inspected but inspectors saw one lesson in design technology and held a discussion with the subject's co-ordinator. In the very good Year 6 design and technology lesson, pupils examined different materials and ways of joining and strengthening structures to make them as strong as possible in preparation for building and testing their own shelter, linked to their learning

about Anderson shelters in their history. Their teacher skilfully drew attention to methods used to strengthen bridges and other structures which were displayed in photographs. Relevant new vocabulary was highlighted and referred to regularly. Pupils were engrossed in their work and gained much as they constructed and tested joints and shapes for rigidity and stability; many related their work to mathematical shapes they have been studying as they talked about strengthening with triangulated structures within square shapes or using tubular frames. Pupils reported their findings enthusiastically to the class and others listened attentively. Curricular planning for the subject is good and includes a good range of contexts for pupils' learning.

Provision in art is **good**.

### **Main strengths and weaknesses**

- Standards by Year 6 are above average and pupils achieve well
- Teaching and learning are good overall; they range from excellent to satisfactory
- Planning is good. There is a good coverage of a range of techniques.
- Pupils make good use of sketchbooks to plan and refine their ideas but do not use ICT enough
- Good use of the community to enliven art and there are also good links with history.

### **Commentary**

75. The standards in art are above national expectations and pupils of all abilities achieve well. Good use is made of visual resources to support pupils' drawings and art appreciation. For example, in a lesson seen in Year 4, pupils used copies of fine art paintings to explain the use of colour and the characteristics of chairs using technical vocabulary. Good links were also made with English. Pupils were encouraged to use their writing boards to describe the use of colour and they also presented their work orally. Further evidence of the appreciation of artists' work and the development of language was seen in a Year 3 display. Pablo Picasso's painting 'The Unprotected' stimulated pupils to write: 'Her body language tells me that she is frightened . . . there is a dark background that suits her expression.'
76. Displays around the school are generally very informative and show very good quality work and design. A good example in a Year 4 class; The Dreaming of Dragons display, showed a range of dabbing techniques, using a brush, fingers and sponges. The displays demonstrate the very good contribution art makes to pupils' personal, social and cultural development; a Black History and the Diwali displays in the hall provide good examples. Pupils use an ICT programme to create a variety of symmetrical images and repeated patterns, although in general ICT is not used enough in the subject.
77. Teaching and learning are good. The teaching ranges from satisfactory to outstanding. In the outstanding lesson, the climate created by the teacher was extremely positive and encouraging: 'We've discovered a new talent that is fantastic because you have a very difficult angle . . . excellent.' Specific criteria for developing skills and accuracy were given; 'Focus on the shape and size . . . are you ready for detail yet?' Explanations and instructions provided increased challenge and excellent pace with timed sketching practice. Pupils were involved in designing the composition with a focus on viewpoints, texture and size and there were very good artefacts which provide a range of shapes and a variety of surfaces. At the end of the lesson, pupils constructively compared work and identified how they could improve using criteria. In the satisfactory teaching, the pace was slower and the resources available for the pupils to draw were less challenging in terms of shape, surface and texture. More guidance and time were needed to help pupils evaluate and compare their work towards the end of the lesson.
78. Satisfactory progress has been made since the last inspection and the good standards reported then, maintained. Leadership and management in art are good. The art co-ordinator provides good guidance and support for staff. Planning in art is good. It includes a wide coverage of techniques, visits to art galleries and links with history (Egyptian, Greek and Tudor

art.) There are also good links with the community; for example, visits to the Tate Gallery and a visit by the Roman Legion XIV. The visitors were dressed as Romans; pupils learnt about Roman life and art and mosaics were designed. During school focus days, workshops enable pupils to learn different techniques and skills. Links with staff at the local secondary school have resulted in developments in the use of art sketchbooks for each class. The co-ordinator is aware of the strengths and weaknesses in art; for example, the need to develop cross-curricular links and the use of ICT.

Provision in PE is **satisfactory**.

### **Main strengths and weaknesses**

- Planning within and across year groups is effective and incorporates recent training.
- There is a good range of extra-curricular activities provided
- Teaching is satisfactory; some teachers' confidence, expertise and knowledge and understanding in dance need developing further
- Pupils do not evaluate their own and others' work sufficiently in lessons
- There is very good access and involvement by the physically disabled pupils.

### **Commentary**

79. Overall standards are in line with national expectations by Year 6 and achievement is satisfactory; in some classes it is better. Overall, teaching and learning is also satisfactory, but it varies in quality, the best being very good. Teaching assistants provide very good support that enable physically disabled pupils from the centre to be involved in learning. Good emphasis is placed in all lessons on the importance of warm up and cool down sessions. The good planning provides a clear structure with good use of resources such as music, poems and stories to provide a context for their work. For example, the pupils enjoyed the warm up activity to the story of Jack and the Beanstalk in Year 4 and the jelly beans, runner beans and baked beans warm up in Year 5.
80. The very good teaching is characterised by;
- Very good behaviour management and high expectations of control and quality of movements.
  - Very good pace with timed opportunities for collaboration to develop and refine ideas.
  - Demonstrations by the teacher had a very good impact on learning.
  - Technical vocabulary was explained well.
81. In the satisfactory lessons, the pace was slower due to some difficulties with behaviour management and teachers' demonstrations of dance skills and techniques less effective. Insufficient prompts for position, speed and direction of movements also resulted in less challenge for pupils and their ideas were too basic and less controlled.
82. Standards are similar to those at the time of the last inspection and progress since then, satisfactory. The leadership and management of the subject are satisfactory. There is good range of extra-curricular activities and links with other schools. For example, Brentford football club provides training; there is netball, girls' football, rounders and kwick cricket. There are also links with the local secondary school; for example, to develop athletics and to purchase expensive gymnastics equipment. The co-ordinator is new this term. Curriculum plans have been reviewed by his predecessor and dance and pupils' self-evaluation skills are rightly areas for development. While teaching has not yet been monitored by the co-ordinator, time is being provided this year within the school's monitoring policy.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in Personal, social, health and citizenship education is **very good**.

### Main strengths and weaknesses

- The curriculum is very well planned and the school's very supportive and encouraging climate contributes much to pupils' self-esteem and social development
- Teaching and learning are good and, occasionally, excellent
- A wide range of initiatives and activities involve pupils directly in learning and in making decisions about school life
- Leadership and management are very good

### Commentary

83. Pupils' personal and social skills are very well developed and they acquire a very good understanding of healthy life-styles and citizenship. Very good curriculum planning enables pupils to build on their knowledge and understanding of personal, social, health and citizenship skills. Areas are revisited and build on pupils' conceptual understanding. For example, in Year 4 pupils are involved in debates concerning local issues and in Year 6 the debates concern national issues. The school has recently been awarded a Healthy Schools Award. This has resulted in pupils becoming more involved in school life. For example, the School Council consults fellow pupils (they have been surveyed for their views of school life) and address of issues that concern them through their own action plan. They consider important issues such as how to spend the considerable sums of money raised through fund raising activities. The playground friends take responsibility during playground times and ensure no one is left out.
84. Four lessons or part lessons were observed. Teaching and learning varies in quality; overall it is good and, occasionally, excellent. In an outstanding lesson on giving racism the red card, the teacher made the learning relevant and challenged pupils' thinking in a role-play situation. One pupil stated, 'I feel sorry for the person who was racist, because he has so much to learn.' Excellent pace and high quality explanations were features of the lesson. Pupils discussed in groups and shared their comments from different viewpoints. In the satisfactory lessons, the pace was slower as pupils lost concentration and consequently there was little time for reflection and summing up the learning at the end of the sequence.
85. There is consistency across the school in applying and displaying the golden rules. Pupil stars that show all their aspirations feature prominently in displays. They provide lovely examples of pupils' aspirations and contribute to the school's positive ethos. For example, 'I want to swim with dolphins', 'I want to be a teacher' and 'I want to be a juggler'. Training has been provided for staff to improve the quality of circle time, where pupils are able to speak and listen to each other in a constructive manner following a thematic and a structured approach. Pupils also have their own think books, where they can record their thoughts and feelings.
86. The school fulfils statutory requirements for the teaching of sex education and the drugs awareness programme. The parents were involved during the development of the sex education programme and there is a policy in place. The policy for drug education is being revised carefully and thoughtfully; aims have been discussed and shared by the staff and parents have been sent information.
87. Leadership and management are very good. The co-ordinator is very knowledgeable about curriculum planning and has led a range of initiatives such as the Healthy Schools Award. The impact the provision has on pupils' behaviour, co-operation, respect for each other and the quality of relationships is impressive.



## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*