

INSPECTION REPORT

ST. ANDREWS C of E PRIMARY SCHOOL

Uxbridge, Middlesex

LEA area: Hillingdon

Unique reference number: 102438

Headteacher: Mrs Janet Dingvean

Lead inspector: Miss Savi Ramnath

Dates of inspection: 1st – 4th March 2004

Inspection number: 257569

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 -11 years
Gender of pupils:	Mixed
Number on roll;	203.5
School address:	Nursery Waye Uxbridge Middlesex
Postcode:	UB8 2BX
Telephone number:	01895 232768
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Appropriate authority:	Governing body
Name of chair of governors:	Rev. Seth Cooper
Date of previous inspection:	9 th March 1998

CHARACTERISTICS OF THE SCHOOL

St Andrew's is an average size Voluntary Aided Church of England primary school with 224 pupils between the ages of four and 11 years. It includes a nursery with 30 children, who attend part-time. There are slightly more boys than girls, especially in Year 3 and Year 6. The school is popular and draws pupils from the local RAF base as well as further afield. It serves families who are mainly from a Christian background and whose social circumstances are generally more favourable than the national picture. The percentage of pupils claiming free school meals is below average. About one-fifth of pupils have special educational needs, and this is about average. Seven pupils have statements outlining their particular needs. This is above average. Pupils' special needs are related to their behaviour and learning difficulties. The majority of pupils are from white ethnic backgrounds. Very few are learning English as an additional language and none is at the early stages. Attainment data shows that the attainment of children joining the school varies from year to year, but is average overall. Although pupil mobility is broadly average the number of Year 6 pupils who joined the school in Years 3 to 6 is high. In 2001, the school received an Achievement Award from the DfES for its improved results, and was awarded the Investors in People standard in 1999. Community provision is also available at the school, which include a family learning programme and parenting classes.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21334	Miss Savi Ramnath	Lead inspector	Science Geography History Educational inclusion
1305	Mr Brian Rance	Lay inspector	
15023	Mr Ali Haouas	Team inspector	English French Information and communication technology Music Physical education English as an additional language
18498	Ms Denise Morris	Team inspector	The Foundation Stage ¹ Mathematics Art and design Design and technology Special educational needs

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¹ The Foundation Stage begins when children reach the age of three and ends at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to communication, language and literacy; mathematical development; and personal, social and emotional development, but also includes knowledge and understanding of the world; physical and creative development.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school, which gives **good value for money**. Teaching is **good** in the Foundation Stage and in Years 3 to 6 overall. Children enter the school with broadly average attainment levels, although it varies from the year to year. During their time in school, pupils make good progress overall and achieve well. Their standards are above expectations by the end of Year 6 in English, mathematics and science. The headteacher provides good leadership, governors are effectively involved and overall effectiveness of management is satisfactory.

The school's main strengths and weaknesses are:

- The school's commitment to high standards results in pupils doing well in national tests at the end of Year 6.
- Not enough use is made of assessment information to plan work to meet the needs of the most able pupils in the Foundation Stage and in Years 1 and 2.
- The checking and evaluating of work in the Foundation Stage and Years 1 and 2 are not yet rigorous enough.
- Very good provision for pupils' personal development contributes to their very good behaviour and very positive relationships, which aid their learning.
- Support staff make an invaluable contribution to pupils' learning.
- The care, welfare and support given to pupils are very good and this helps to ensure very positive attitudes and behaviour.
- The school's very good partnership with parents and the community supports pupils' learning well.
- Information and communication technology (ICT) is not used enough to support learning in other subjects.

The school has made good progress since the previous inspection in March 1998 and dealt with most of the previous issues well. Following the previous inspection, there has been a period of instability in staffing in the Foundation Stage. Since the appointment of the new headteacher in September 2001, provision for children in the Foundation Stage has improved and the quality of teaching is judged to be good. The provision for ICT has greatly improved with the establishment of a computer suite. However, the use of ICT across the curriculum remains underdeveloped. Schemes of work are well established for all subjects and provide useful guidance for planning. Attendance is satisfactory due to the school's rigorous monitoring. The management structure has been reviewed and responsibilities are equitably delegated. The previous strengths associated with the welfare of pupils, links with parents and the community and quality of the curriculum have been maintained.

STANDARDS ACHIEVED

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

Key: A - highest 5 per cent of schools; A - well above average; B – above average; C – average; D – below average; E – well below average. Similar schools are those with similar percentages of pupils eligible for free school meals.*

Children in the Foundation Stage and pupils in Years 3 to 6 achieve well because of the good teaching. Overall in the Foundation Stage (nursery and reception classes) children achieve well because staff understand the needs of young children and provide a good, stimulating environment. As a result, children are in line to exceed the goals they are expected to reach by the end of the reception year in personal, social and emotional, creative and physical development. In communication, language and literacy, mathematical development and knowledge and understanding of the world most children are in line to reach the expected standards. Current standards are affected by the above average number of young children who would have had only two terms of full-time education in the reception class before starting Year 1.

At the end of Year 6, pupils attain standards above those expected nationally in English, mathematics and science and are in line with expectations at the end of Year 2. Differences in standards from the previous year can be attributed to fewer higher attaining pupils and high mobility in the present Year 6. Standards in ICT are in line with expectations at the end of both Years 2 and 6. In Years 1 and 2 pupils achieve satisfactorily. More able pupils in these years do not always receive work matched to their needs and consequently their progress is less than it might be. All other groups of pupils achieve at rates similar to their classmates. Across the school, pupils use literacy skills well in other subjects, but the use of mathematical and ICT skills are underdeveloped.

The development of pupils' personal qualities is **good**. Provision for spiritual, moral and social development is good. Consequently pupils have very good attitudes to school and their behaviour is very good. Provision for cultural development is satisfactory. Attendance and punctuality are satisfactory.

QUALITY OF EDUCATION

The school provides a good education. Teaching throughout the school is good overall and this results in good learning in most lessons. Overall, pupils learn effectively and make good progress because teachers have high expectations of work and behaviour; interesting activities are well planned and support staff make a valuable contribution to pupils' good achievements. There are inconsistencies in teaching in Years 1 and 2 and teaching is satisfactory overall. The monitoring of teaching and learning in these year groups is insufficiently rigorous and assessment information is not always used effectively to plan work to meet the needs of all pupils.

The school provides a good curriculum, which is enriched by lessons in personal and social education and by very good links with the local and wider community, and satisfactory links with other schools. Partnerships with parents are very good. The care, guidance and support given to pupils is good and mean that they are happy and well looked after.

LEADERSHIP AND MANAGEMENT

Overall the leadership and management of the school are good.

The headteacher provides effective leadership and has established a positive ethos amongst pupils and staff. The governance of the school is good. Governors are well aware of the school's strengths and weaknesses through regular visits and carry out their statutory duties effectively. Management is satisfactory overall. The effective management to eliminate the school's deficit budget and coping with instability in staffing in the Foundation Stage has taken the school's attention to some extent away from tracking pupils' progress from entry to Year 2 and rigorously monitoring teaching and learning.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with the school and what it offers. In particular, they think their children like school, behave well and make good progress. The school's very effective links with parents make an important contribution to pupils' academic achievement. Pupils feel that the school is good and were very positive in their views of the school.

IMPROVEMENTS NEEDED

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

- improve the effectiveness of the monitoring of its work so as to achieve greater consistency in all teachers' practice and pupils' learning;
- monitor carefully pupils' progress throughout the Foundation Stage and Years 1 and 2 and ensure that information gathered from assessment is used consistently to assist planning to meet the needs of all pupils, especially the higher attainers;
- increase the quality and range of opportunities for pupils to use ICT across the curriculum.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils attain standards that are above national expectations in English, mathematics and science at the end of Year 6, and are in line with expectations the end of Year 2. Pupils' achievement is good in the Foundation Stage and in Years 3 to 6, and satisfactory in Years 1 and 2.

Main strengths and weaknesses

- National test results at the end of Year 6 are well above average.
- The very good opportunities provided to reinforce literacy skills in other subjects has had a positive impact on standards in writing.
- The most able pupils in Years 1 and 2 do not achieve as well as those in the rest of the school.
- Provision for pupils with special educational needs is good.
- Too few opportunities are provided for pupils to develop their numeracy and ICT skills in different subjects.

Commentary

1. At the time of the previous inspection in 1998, standards were judged to be above national averages at the end of Years 2 and 6 in English and mathematics, and well above in science. Since then numerous initiatives have been put into place to improve overall standards. These include the development of an ICT suite and improved accommodation for pupils in Years 3 to 6. Comparison with standards at the previous inspection is insecure because of the transient nature of the school's population, instability in staffing and the variation between different year groups.
2. Attainment on entry to the school is broadly average, though in communication, language and literacy many children have difficulties. Overall, children receive good quality teaching and achieve well so that by the end of the Foundation Stage they exceed the expectations for their age in personal, social and emotional development, creative and physical development, and are well on their way to reaching the nationally agreed Early Learning Goals² for children of their age in the other areas of learning. Progress is good overall, but at times limited. This is partly due to the lack of clarity of the learning intentions, insufficient rigour in monitoring to ensure that all children experience fully the range of activities on offer, and the lack of challenge at times for the most able children. The school has identified the need to improve provision in the Foundation Stage and earlier difficulties in staffing are being addressed.
3. In 2003, national test results for pupils in Year 2 showed that standards were broadly in the line with the national as well as the similar school averages in reading, writing mathematics. The teachers' assessments in science showed well above average standards when compared with all schools, as well as similar schools. The trend in the

² These are expectations for most children to reach by the end of the foundation stage. They refer mainly to achievements children make in connection with communication, language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; physical and creative development.

school's Year 6 results has been broadly in line with the national trend in the five years up to 2003 but results for Year 2 have been below the national trend.

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
Reading	15.6 (15.4)	15.7 (15.8)
Writing	14.7 (15.6)	14.6 (14.4)
Mathematics	16.4 (15.9)	16.3 (16.5)

There were 28 pupils in the year group. Figures in brackets are for the previous year

- In the 2003 national assessments for pupils at the end of Year 6, results in English, mathematics and science were well above both the national and similar school averages. Compared with their test results when they were in Year 2, pupils made very good progress. Since 2000, overall standards in the three subjects, when taken together have remained well above the national average except in 2002 when pupils' performance was average. This can be attributed in part to fewer higher attaining pupils. Results at the end of both Years 2 and 6 show no clear pattern of differences in achievement between boys and girls, with any differences being similar to that seen nationally.

Standards in national tests at the end of Year 6 – average points score in 2003

Standards in:	School results	National results
English	29.2 (28.6)	26.8 (27.0)
Mathematics	28.8 (26.0)	26.8 (26.7)
Science	30.4 (28.2)	28.6 (28.3)

There were 30 pupils in the year group. Figures in brackets are for the previous year

- The findings of the inspection are similar to the 2003 National Curriculum test results for pupils in Year 2. Work in pupils' books, in lessons, and the rate of progress, indicate that overall standards are in line with national expectations in reading, writing and mathematics. Although pupils' achievement is satisfactory, overall it is good in English. When the current Year 2 started Year 1 a significant proportion did not reach the expected standards in language, literacy and communication. The good quality teaching in English in Years 1 and 2, additional support and the very good opportunities provided to develop and extend pupils' literacy skills across the curriculum has been effective in raising their attainment. In mathematics and science, standards are in line with national expectations and pupils achieve satisfactorily. This is because pupils' progress is not thoroughly tracked and assessment information is not consistently used to plan work to challenge the most able. As a result, these pupils do not always achieve to their capacity.
- For pupils in Year 6, inspection findings are not as high as the 2003 National Curriculum test results. This is because there are fewer higher attaining pupils and the mobility rate of

pupils is high in the present Year 6 class. Despite this, the overall good quality teaching and thorough coverage of the curriculum ensure that pupils make good progress and attain standards above national expectations in English, mathematics and science. Standards in information and communication technology (ICT) remain in line with national expectations despite improvements in resources and staff confidence. Although pupils' achievement is satisfactory, in most of the lessons observed during the inspection, pupils made too little use of ICT to support their work in other subjects. Religious education is to be inspected as part of Section 23 of the Education Act and will be published as a separate report.

7. Overall, pupils achieve well in Years 3 to 6. This is because assessment information is used effectively to ensure that work is well matched to pupils' learning needs. Pupils' progress is tracked effectively. They are set targets and they know where they need to improve. This is not always the case in Years 1 and 2 where achievement is satisfactory. No judgements are made in art and design, design and technology, history, geography, music and physical education, where there was insufficient evidence.
8. Provision for pupils with special educational needs is good. Clear targets are set and regularly reviewed. Pupils and parents are fully involved in the development of individual education plans. In class lessons, particularly in the core subjects of English and mathematics, support for pupils with special educational needs is good. They benefit from skilled teaching and careful explanations by the teaching assistants so that they are always fully included in all activities. Because of this they achieve well. Pupils from different ethnic background and those who joined the school part way through their education are included well in the life of the school and achieve at a rate similar to that of their classmates. More able pupils have extension work and activities that ensure they are challenged appropriately and are enthusiastic about learning in Years 3 to 6, but less frequently in Years 1 and 2, and higher attainers in these year groups do not always make progress to match their ability.

Pupils' attitudes, values and other personal qualities

The school nurtures pupils' personal development effectively. Pupils enjoy school and have **very good** attitudes to learning. They behave **very well** in lessons and around the school. Provision for pupils' spiritual, moral, social and cultural development is **good** overall. Attendance and punctuality are **satisfactory**.

Main strengths and weaknesses

- Pupils behave very well in lessons and around the school.
- Relationships in the school are very good.
- Pupils' spiritual, social and moral awareness is very good.
- The cultural awareness of pupils is less well developed.

Commentary

9. The generally positive picture found at the previous inspection has been maintained. Children in the Foundation Stage are happy and are well settled into school. They respond positively to the clear routines, enjoy the range of activities planned for them and are eager to learn. They are responsive and confident. In Years 1 to 6, pupils behave very well in and around the school. Their attitudes to learning are very positive and they enjoy coming to school. They develop mature attitudes as they move through the year groups, and by Year 6, are responsible, mature young people. In lessons, they listen well and concentrate hard on their work, for example, they work very well in pairs and small groups

in subjects such as ICT, English, mathematics and science. In Year 2, they were observed listening attentively to a story, eager to hear the ending. In Years 5 and 6 they worked together very well in practical science lessons, helping each other and sharing resources. Lunch times provide good opportunities to promote pupils' social development. Pupils behave well, take responsibility for cleaning away their own things and help to tidy up. In the playground, behaviour is very good. There was no evidence of any bullying or aggressive behaviour and there have been no exclusions in recent years. Pupils value their school and benefit from the very positive relationships that exist in all aspects of school life. Staff value pupils' views and treat them with respect. Because of this, pupils' personal development, particularly their spiritual, moral and social awareness, is very good. Pupils are taught right from wrong and understand how to behave and conduct themselves in a community. The very effective whole school and class assemblies play a very positive role in developing pupils' awareness of personal issues. For example, in one assembly they learned about equality and the importance of everyone in community life and in the wider world. They showed joy and enthusiasm in their singing, and were so enthralled by it that they were still singing and clapping as they walked out of the assembly and back to class. Pupils' cultural awareness is satisfactory. Although they learn about different faiths as part of religious education, not enough emphasis is placed on raising pupils' awareness of other cultures. The school council is a positive feature of school life enabling pupils to begin to understand about their roles and develop their awareness of citizenship.

10. In comparison with national statistics, pupils' attendance was close to the average in the last academic year as it was in the previous year. Although procedures for promoting attendance are good, a significant number of pupils are absent from school each year through taking family holidays in term time and this does impact adversely on their learning. Every day a small number of pupils are late arriving at school. This disrupts their learning and also the work of the other pupils in the class.

Ethnic background of pupils

Categories used in the Annual School Census	No of pupils on roll
White – British	157
White – Irish	1
Mixed - White and Black Caribbean	3
Mixed – White and Black African	1
Mixed – any other mixed background	6
Asian or Asian British – any other Asian background	1
Black or Black British – Caribbean	3
Black or Black British – African	3
Pupil / parent preferred not to say	1

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.2
National data	5.4

Unauthorised absence	
School data	0.4
National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good** quality of education based on a **well-organised** curriculum and **good** teaching. Pupils are cared for **very well** and the school has a **very good** partnership with parents and the community.

Teaching and learning

The quality of teaching and learning is good overall but varies. It is good in Years 3 to 6 and the Foundation Stage, and satisfactory in Years 1 and 2. Assessment is used well in Years 3 to 6 and satisfactorily elsewhere.

Main strengths and weaknesses

- Most teachers have high expectations of the standards that pupils will attain in their work.
- Teachers make good use of questioning, which helps improve pupils' understanding.
- Teaching assistants are very well deployed. Their input has a very positive effect on pupils' achievement.
- Preparation and planning are generally good. However, the most able pupils are not adequately planned for in the Foundation Stage and Years 1 and 2.
- Teachers do not use information from assessment activities consistently to help their planning of tasks and resources to meet the needs of all pupils in the Foundation Stage and Years 1 and 2.

Commentary

11. The overall good quality teaching identified at the time of the previous inspection has been maintained. Examples of good teaching were seen in all year groups with teaching often being very good in Year 6.
12. The overall good quality of teaching in the Foundation Stage generates an excitement and enthusiasm for learning that is good. This is a good sign that having a more stable staff is having a positive effect on teaching and learning. Since the previous inspection, the school has developed the curriculum and improved the quality of the accommodation to address more fully the areas of learning recommended for this age group. The recently appointed reception teacher provides a rich, stimulating environment and in particular, children's personal and social development is given strong emphasis. Tasks are organised very carefully to give a very good balance between teacher and child led activities. Support staff are well directed and adults in both classes plan and work together very effectively to ensure that children learn well. Although staff know the children well, the monitoring of individual children's experiences when working independently in the classroom is not sufficiently rigorous to provide information that would ensure a balanced curriculum and meet the needs of all children, especially those of the more able.
13. In most lessons, especially in Years 3 to 6, teachers have high expectations of their pupils' work and behaviour and plan work, which is challenging and designed to stretch the thinking of all pupils in their class. Pupils respond well to this and are keen to do their best. They know what to expect and what is expected of them and, as a result, classes run smoothly and effectively.

14. Across the school generous staffing levels are used effectively in classes. Pupils get the support they need when they need it. For example, in a good science lesson for Year 5, the teaching assistants' skilfully encouraged pupils to make predictions about what would happen when different solids were added to water. This challenged pupils' thinking and enabled them to achieve far more than would have been the case with only the teacher. Teachers play their part by making sure that the assistants know what to do and valuing the part they play in pupils' learning.
15. Good planning is the constant factor that underpins the good and very good teaching. At the beginning of the lesson, teachers set out clearly what it is they intend to teach and what they expect the pupils to learn, and usually reinforce what they have said by displaying the lesson objective on the whiteboard. In these lessons the needs of all pupils are well met and pupils have work that offers just the right amount of challenge. A very good example of effective planning producing very good learning was seen in a Year 6 science lesson using a range of clues to identify different plants and animals in different environments. The match and relevance of work in Years 1 and 2 is not always as good. Short-term plans do not routinely identify what pupils of different levels of attainment will know, understand and be able to do by the end of the lesson, nor do they give a clear indication of the levels that different groups of pupils should attain. As a result, similar work is sometimes set for all pupils and the most able are not always sufficiently challenged. This hinders their progress.
16. The teachers' use of questions to find out what their pupils know at the beginning, during and at the end of the lesson is effective. Using their good knowledge of pupils, teachers match questions well to different attainment levels and ensure that there are equal opportunities for both boys and girls to answer questions and make contributions. Information gained is used effectively to plan work and to check pupils' progress.
17. The teaching of pupils with special educational needs is well planned. Work is often well matched to the individual needs of pupils and staff work effectively to ensure that these pupils make good progress. The support assistants provide very effective help and work closely with the class teachers in planning, assessing and monitoring achievements. Pupils with English as an additional language are well supported in lessons by mainstream class teachers and achieve at a rate similar to that of their classmates. This is because they involve them in discussion and because of the helpful attitudes of classmates.
18. Procedures for assessing pupils' attainment, which help the school to monitor the progress of individual pupils, are good in Years 3 to 6. For example, by analysing pupils' results in national tests at the end of Year 2, non statutory test in Years 3 to 5 and internal assessments, the school can predict the standard pupils are likely to reach by the time they leave school by Year 6. This is not always the case in Years 1 and 2 and tracking systems are not yet firmly established to show the progress that pupils make from entry to school and whether this is good enough. Pupils in all classes are assessed termly in all subjects of the curriculum. The use of assessment information to plan subsequent work is less secure in Years 1 and 2 and as a result work is not always well matched to pupils' needs. Some teachers marking is good and challenges and reinforces the pupils' learning, but not all of this is up to standard and some opportunities to enhance learning are missed.

Summary of teaching observed during the inspection in 34 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	4 (12%)	15 (44%)	15 (44%)	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.

The curriculum

The school provides a **good**, relevant and inclusive curriculum that meets pupils' academic and personal needs well. It is enriched well by opportunities for learning beyond the school day, particularly with respect to promoting pupils' participation in music and sports. Overall the accommodation and resources are **satisfactory**.

Main strengths and weaknesses

- There is a good range of activities for learning beyond the school day.
- Provision for pupils with special educational needs is good and pupils are well supported to overcome their difficulties.
- Good use is made of visits, visitors and events to bring the curriculum alive, supported by a good range of out of lesson clubs and activities.
- The library is too small.

Commentary

19. The curriculum is well planned and meets all statutory requirements. The quality of provision has been largely maintained since the previous inspection and improved in some aspects. The curriculum for children in the Foundation Stage is good. It provides a good balance of focused teaching activities and opportunities for children to organise themselves within the carefully planned opportunities for structured play. The national strategies for literacy and numeracy are effectively implemented, with enhanced opportunities for extended writing and guided reading beyond the literacy hour. This is now having an increasingly positive impact on pupils' achievement. Overall, pupils are well prepared for the next stage of education by the end of Year 6.
20. The curriculum places important and effective focus on the development of pupils' personal and social skills, encouraging pupils to develop good skills and make the right choices. The curriculum is enhanced through an annual week with a focus on specific subjects and provision for French for all year groups. This has enabled pupils to extend and consolidate their learning and to develop their understanding of a different culture. However, ICT is underdeveloped with few opportunities for its use to enhance learning in other subjects.
21. The provision for pupils with special educational needs is good. Identified pupils have equal access and full inclusion in the curriculum and most are making good progress towards the targets set for them.
22. The school offers pupils a good range of activities to extend their learning both during and after the school day. The rate of participation in these activities is good, although they are mainly available to junior pupils. Sports activities are effectively promoted, with many pupils participating in borough-wide competitions and achieving well in netball, football and swimming competitions. Pupils' achievement in music is enhanced through many pupils taking part in concerts, the choir leading some services in church and a large

number of pupils learning to play a wide variety of instruments. Visitors to the school and regular visits to local places of interest enhances the curriculum and contribute effectively to pupils' learning and to developing their social and personal skills.

23. The numbers of teachers, teaching assistants and other resources are sufficient to meet the need of the school. The accommodation is generally satisfactory, but has some limitations, which affect pupils' learning. The library is inadequate for its purpose, improvements are required to provide access to all classrooms without the need to go through others, and the toilet and cloakroom facilities for Years 5 and 6 are too small. The school is aware of these issues and they feature in the school's development plan.

Care, guidance and support

The school takes **very good** care of pupils. The guidance that pupils receive is **good** and the school is **good** at taking account of pupils' views.

Main strengths and weaknesses

- Procedures for ensuring the welfare, health and safety of pupils, including child protection are very good.
- Staff know pupils well and effectively guide their personal development.
- Good induction procedures help pupils settle into school.

Commentary

24. The school has a member of staff employed as a welfare officer, which demonstrates commitment to the care and welfare of pupils. Through the welfare officer, routines for dealing with first aid and accidents are well established, and three other members of staff are also trained in emergency first aid. There is a health and safety policy in place and thorough formal risk assessments are carried out. Safety checks on potentially dangerous equipment take place annually, alarms are tested regularly and practice evacuations of the premises take place half termly. Good child protection procedures are in place, with the headteacher having the role of designated person. All members of staff have been trained to understand their responsibilities in this regard.
25. During the inspection the school celebrated the second birthday of the school's 'Walking Bus' scheme. On this occasion, a very large number of pupils walked to school with their parents, under the auspices of the 'walking bus', which was good for their health and has helped to reduce the parking problem for the school.
26. The school helps pupils in Years 3 to 6 to achieve well because it tracks pupils' progress carefully and provides them with well-targeted support. Tracking of individual pupils' progress is less well established in Years 1 and 2. However, in all classes pupils have individual targets to develop their skills in numeracy and literacy. The school takes great care to acknowledge pupils' efforts and achievements. The 'House' system provides a very good mechanism not only for rewarding good behaviour, effort and achievement but also for monitoring individual pupils' progress.
27. Since pupils are part of a local community, which is closely linked the churches of Uxbridge Parish, teachers and other staff in school know the pupils and their families very well. Through the use of circle time and the personal social and health education curriculum, teachers are able to monitor pupils' personal development, and make

appropriate comments in annual reports to parents. The school runs as a large family and older pupils, especially those in Year 6 readily look after the younger ones when the need arises.

28. The school effectively cares for pupils with special educational needs, including those with a statement. Pupils with special needs are quickly identified and their progress is monitored and supported effectively. For example, teaching assistants track the pupils' progress weekly against the targets set in their individual plans. The help and support of outside agencies is sought as required and as a result pupils make good progress.
29. Informally through circle time, and more formally through the school council, the staff and governors take good account of the views of pupils. Pupils thoroughly enjoy participating in the school council and are pleased that their views have been taken into account, for example, in improving the playground facilities. The school council is consulted every year about the school's development plan and how it might be improved for the benefit of pupils, and it also organises the school's fundraising for national and local charities.

Partnership with parents, other schools and the community

The schools partnership with parents and the community is **very good**, and with other schools it is **satisfactory**.

Main strengths and weaknesses

- Parents have a high regard for the school.
- Parents receive detailed information about the school and their children's progress.
- Parents and the parish of St Andrews are very involved in school activities.
- Links with the wider community through school visits and visitors enrich the education of pupils.

Commentary

30. Parents are generally very happy with the school. In meetings with parents, informally and at the parents meeting, and from questionnaires, no significant concerns were expressed. Parents appreciate the care that the school takes of their children, the high standards of behaviour, the general ethos of the school and the academic standards achieved. The school provides parents with relevant information through frequent letters and regular newsletters. The majority of parents feel able to approach the school at any time if they have any concerns about their children, particularly how they are progressing. The annual reports on their children are very good and appreciated by parents. These include comments on things that are not so good or need working on, and for all pupils, their targets for the next year.
31. In order to assist their children in making progress, parents help them at home with their homework assignments, and a number come into school to assist in classes. They often attend school functions and readily accompany schools trips. Together with the local community and parishioners from Uxbridge, they support the work of the Friends of St Andrew's, which regularly raises very substantial funds to improve the school's facilities and provide additional resources.
32. The school is very closely linked to the parish churches of Uxbridge. The vicars are on the governing body and frequently leads assemblies. The local community and parishioners

provide good support for school events like the school's fetes. In addition, pupils regularly have visits from artists, musicians, the local police, the fire brigade and the St John's Ambulance. The involvement of all these members of the local community enriches the education experience of the pupils and has a positive impact on learning.

33. On leaving Year 6 pupils transfer to up to ten different secondary schools. The school works hard to liaise with these schools and ensures that pupils meet staff from their secondary school and have a taster day there in the summer term.

LEADERSHIP AND MANAGEMENT

The leadership of the school by the headteacher is **good**. The governance of the school is also **good** and governors fulfil their responsibilities effectively. The leadership of key staff is **satisfactory** overall as is the management of the school.

Main strengths and weaknesses

- The headteacher has a clear vision for the school and a good sense of purpose.
- There is insufficient monitoring of performance data in Years 1 and 2.
- The leadership roles of some subject leaders are not well developed.
- Governors have a very clear understanding of the schools strengths and weaknesses.
- Approaches to financial management are very good.

Commentary

34. The leadership of the school by the headteacher is good, and she is effectively supported by the deputy headteacher. Over the past three years many new initiatives have begun and a clear vision for the future of the school is in place. This has resulted in a good strategic plan, which is helping to guide improvements. Difficulties with staffing have led to insufficient monitoring of provision and standards in Years 1 and 2. The headteacher is rightly aware of this weakness and plans are in place to improve this in the near future. Staff have a common sense of purpose and work hard to achieve their aims. This has led to a shared vision which is reflected in the way that all staff contribute to the good school development plan.
35. Good procedures have been put into place to raise standards; for example, there was a focus on pupils' "writing" last year. This resulted in whole staff training, improved awareness of the development of writing, and increased Level 3 achievement in Year 2.
36. The provision for pupils with special educational needs is effective. It is well led and organised so that procedures are clear and assessments and records for each individual pupil are of good quality.
37. In order to keep abreast of the new initiatives in the school's curriculum development the headteacher monitors all areas of the school. This has enabled her to develop a clear vision of what needs to happen next, and also an understanding of the school's strengths and weaknesses. To ensure this is maintained a four-year programme is in place, so that each area of the school benefits from observations and feedback on a regular basis. These observations link directly back to staff appraisal, training and the achievement of pupils. Staff performance management includes appraisals for teaching assistants and leads to targets that are linked closely to the school development plan.

38. Governors have a clear understanding of the strengths and weaknesses of the school and make a major contribution to the school's work through its committees and its support. Because they are so closely involved governors are committed to improving the quality of the provision. This has resulted in some exciting building extensions and improved resourcing, for ICT in particular. Regular governor visits means that they know the school well. Because of their regular visits they are aware of what is happening in each curriculum area. This leads to good knowledge of strengths and weaknesses and a good awareness of their statutory duties, which are fulfilled appropriately.
39. Approaches to financial management are very good. Close monitoring of the budget has enabled priority needs to be met. Regular meetings between the finance committee and school staff ensure that spending is carefully reviewed so that the best possible value is achieved.
40. There are not yet sufficient procedures in place to track the impact of spending decisions on the quality of provision or on standards. However, hard work and efficient management has enabled the deficit budget which the headteacher inherited in 2001 to be overturned for the next financial year. There is, however, a lack of sufficiently rigorous monitoring of performance data in Years 1 and 2. This has resulted in too few strategies to track the performance of pupils across Years 1 and 2 in particular. Consequently, not enough evidence is available to enable pupils' progress to be monitored over time, or to raise standards in this area of the school, and provision is only satisfactory, as opposed to being good in Years 3 to 6. The headteacher is rightly addressing this and has identified this already as due for improvement.
41. The leadership roles of some subject leaders are not developed well enough. Because of this, assessment and monitoring of provision and standards are often insufficient to track progress over time. This has been exacerbated by long-term absences and staffing difficulties, which are now beginning to be addressed.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	610 557
Total expenditure	611 572
Expenditure per pupil	2 591

Balances (£)	
Balance from previous year	0
Balance carried forward to the next	-1 015

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage of learning is **good**.

42. Provision for children in the Foundation Stage of learning is good and has improved since the previous inspection. There are two classes in the Foundation Stage. The nursery has two sessions daily, each catering for 15 children. The reception class has 30 children, two-thirds of whom have only been attending full-time for seven weeks. There have been some major staffing difficulties in the Foundation Stage over the past years and staffing is still not stabilised. This has impacted on the quality of the provision overall, including that for pupils now in the current Year 1 and 2 classes. The headteacher is rightly aware of the difficulties caused and is closely monitoring the current provision.
43. Overall children's attainment on entry to the school is in line with that expected for their age though in communication, language and literacy some children have difficulties. The accommodation in both the nursery and the reception class is satisfactory, and there have been significant improvements since the previous inspection, in the outdoor facilities in particular. Leadership is satisfactory overall. The co-ordinator is temporary, but is maintaining the provision well. However, there has been too little monitoring of teaching and learning over time to ensure consistency and appropriateness of provision in each class. Day-to-day assessment and monitoring is not sufficiently rigorous to ensure that all children experience fully the range of activities on offer. Resources are well managed and there are sufficient to meet the needs of the different areas of learning in each class.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well in personal, social and emotional development in both classes and consequently they behave well and have positive attitudes.
- Teaching is good leading to good learning in lessons.

Commentary

44. Children's personal, social and emotional skills are broadly average on entry to the nursery. During their time in the Foundation Stage they make good progress in this area of learning. This leads to good achievement and standards that exceed the early learning goals by the end of reception year. Children enjoy coming to school and this leads to them quickly developing positive attitudes. They benefit from good support from staff and because of this they know that their ideas and concerns will be listened to. Discussion times promote a positive caring ethos. This gives the children the confidence to play, learn and investigate. Co-operative working styles are promoted and consequently children quickly make friends, share resources and help each other. The quality of teaching in this area is good in both the nursery and the reception classes. All adults focus on caring and sharing in stories and discussion and as a result children in both classes achieve well.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children achieve well in communication language and literacy.
- Teaching is good in both classes.

Commentary

45. Children's communication, language and literacy skills are slightly below expected levels on entry to the nursery. Good teaching in both the nursery and reception classes leads to good achievement during their time in the Foundation Stage. Consequently, by the time they leave the reception class most children have achieved the early learning goals for this area. Good teaching in both classes means that children are offered a good range of literacy experiences. This leads to enjoyment and involvement by all children in which they are encouraged to talk and join in with ideas on a daily basis. Consequently they quickly learn to be confident in groups. Many children in the nursery are able to communicate their ideas to others within a few weeks of starting school. Because of the good use of puppets in the nursery, children showed high levels of enthusiasm as they "told" the puppets what to do. In the reception class, good provision led to children listening well to stories and exploring different characters. Good teaching in the reception class means that children are beginning to make many recognisable marks on paper and quickly recognise their own names and several other key words.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory** in both classes.

Main strengths and weaknesses

- Adults promote mathematical language well.
- Modelling of counting is not always precise.
- Children enjoy mathematics.

Commentary

46. On entry to the nursery children's attainment is broadly average in mathematical development. Satisfactory teaching and provision leads to satisfactory achievement in both classes so that by the end of reception, children meet the early learning goals for this area. Teaching in both classes is satisfactory, but is not always precise enough to promote good learning. For example, when teachers model counting activities, they do not always use left to right movements or make it clear which numbers come before others. Because of this, children do not grasp the concept of touching each object in turn as they count and their counting is then muddled. This limits their achievements. However, in both classes there were examples of good teaching in mathematics when children's learning improved. For example, good rote counting in the nursery led to enthusiasm and enjoyment as children joined in and achieved well. In the reception class, good provision of solid shapes led to children recognising familiar shapes by name and having fun as they explored their shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding is **satisfactory** in both classes.

Main strengths and weaknesses

- Good real life experiences in both classes enhance children's awareness of the world around them.
- Limited language skills, particularly in the nursery, inhibit children's ability to talk about their experiences.
- Good use is made of the school's environment.
- Opportunities are sometimes missed during children's chosen activities to help them to extend their communication skills.

Commentary

47. On entry to the nursery, children have an appropriate awareness of the world around them. Satisfactory teaching in both classes leads to satisfactory progress during the Foundation Stage, and as a result children achieve the early learning goals in this area by the end of reception. Because of some good real life experiences children enjoy learning about the world around them. In the nursery, appropriate provision of a "Garden Shop" led to children playing happily as they showed satisfactory awareness that plants need water to grow. However, because of their limited language skills they found it difficult to explain why. In the reception class, this theme was continued with appropriate provision of a "Garden Centre", which led to children planting flowers and organising the displays. However, again too little focus was placed on encouraging children to talk about their experiences. Consequently learning remained satisfactory. Children in the reception class are beginning to observe the immediate environment because teacher's and staff focus them on real things. Good use of the school environment was seen as children in reception looked for different shades of green around the school pond. The appearance of a squirrel was appropriately used by the teacher to promote satisfactory observation skills.

PHYSICAL DEVELOPMENT

Provision for physical development is **good**.

Main strengths and weaknesses

- The good outdoor play area is a strength.
- Physical activities promote good social skills in both classes.

Commentary

48. On entry to the nursery children's physical skills are in line with those expected. During their time in the Foundation Stage they make good progress because of good teaching in both classes. This leads to good achievement so that they exceed the early learning goals by the end of reception. Provision for physical development has improved since the previous inspection. The good outside areas now provide space and activities to extend children's physical skills. Consequently standards have risen. Children make good use of the good new resources and space as they enjoy climbing on the apparatus and playing on bikes and cars. Because of the good range of activities provided children in the

nursery, already pedal well and climb ladders with confidence. In reception, they play well together, pushing and pulling toys and taking turns when using wheeled toys. The good provision is having a positive impact on children's achievement in physical skills.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Teaching is good leading to good learning.
- Many activities are available that lend themselves to creativity.

Commentary

49. On entry to the nursery children have appropriate creative skills for their age. Because of good teaching in the nursery and reception classes, children achieve well in this area of learning. This means that they exceed the early learning goals for creative development by the time they leave the reception class. Their good achievements are as a result of the good teaching that they receive. For example, in the nursery some good painting activities led to high levels of enjoyment and involvement. In reception, children enjoy painting and making models because adults gave them high levels of attention and support so that they succeeded in their tasks.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH AND MODERN FOREIGN LANGUAGES

English

Overall provision for English is **good**.

Main strengths and weaknesses

- Pupils have good opportunities to develop their literacy skills across the curriculum.
- The tracking of pupils' progress in Years 1 and 2 is underdeveloped.
- Pupils have positive attitudes to the subject and behave well in lessons.
- Teachers have good knowledge and understanding of the subject, and deploy this effectively to impact positively on pupils' achievement.
- The subject is well led and managed.

Commentary

50. Overall, standards in English are in line with those found nationally in Year 2 and above what is expected in Year 6. Inspection findings are similar to the 2003 national tests results for Year 2 pupils but not as good as those reported for Year 6 pupils. This is because the current Year 6 cohort has fewer higher attaining pupils and a high mobility. As a result, their attainment although still above average, is not as high as that of last year. The majority of pupils, including those with special educational needs, English as additional language and those from different ethnic backgrounds, make good progress by the time they leave school and achieve well. Attainment on entry for the current Year 2 cohort was slightly below average and the reason for pupils' good achievement is linked to the effective intervention strategies the school uses to boost achievement in Years 1 and 2.

51. Pupils listen and respond well in lessons because teachers use questioning effectively to elicit information and match questions appropriately to different levels of attainment. They draw effectively on their previous learning, for instance, when describing features of a non-fiction book, with the more able pupils providing detail and showing confidence in their responses. Older pupils are used to taking part in discussions and many respond spontaneously in lessons, showing good skills in justifying their point of view. Pupils achieve well in their reading. Most develop effective strategies for reading unfamiliar words and use the context with confidence to work out the meaning. Reading is fluent and accurate, with the majority of younger pupils developing good expression. Most pupils are familiar with retrieving information and use these skills well in other subjects. Older pupils are articulate when expressing their preferences and talking about what they have read. Guided reading is effectively taught and assessed against clear objectives, with good diagnostic information being used to inform further interventions, and this ensures that pupils make good progress overall. Pupils of all levels of attainment make good progress in writing. This is largely due to the effective modelling used by teachers and the many opportunities provided to write in a range of styles and across the curriculum. The majority of pupils move quickly to a cursive style of handwriting and improve their spelling well because of the emphasis the schools makes in linking phonological awareness with spelling.
52. Teaching and learning are good overall, and very good in Year 6. Teachers have good knowledge and understanding of English and this is reflected in the range of methods used and the way they are tailored to match the needs of different levels of attainment. The effective use of demonstrations in teaching enable pupils to practice and apply skills meaningfully, for instance, when Year 6 pupils write their own good quality humorous poems. This is a common feature in teaching and enables pupils to practice and rehearse the skills they need when working independently. Lessons are usually effectively structured and teachers are good at explaining what pupils are expected to achieve within each part of the lesson. This impacts positively on the gains they make in lessons and over time. Marking of pupils' work is used well to inform them about what they are achieving and to guide them as to how to improve their work, and this has a positive impact on pupils' achievements. Where teaching is occasionally less effective, this is due to the lack of challenge in what is expected of pupils and as a result pupils make less progress.
53. The subject is well led but management is satisfactory. Careful monitoring and focussed developments are having a positive impact across the school. The tracking of pupils' progress in Years 1 and 2 is underdeveloped. Overall, there has been good improvement since the previous inspection.

Language and literacy across the curriculum

54. Pupils' literacy skills are promoted well in other subjects. Good modelling of language in mathematics is used when pupils explain and share their mental calculations. Opportunities for discussions are used well in a range of subjects, for instance, in science when pupils report their work. Writing skills are enhanced through work in history when pupils write letters as evacuees. There is satisfactory use of ICT for word processing with some good examples used to produce a writers' magazine.

French

55. It was only possible to sample French, and no judgements are made about overall provision. However, from the evidence available, it looks as if French is taught very effectively to pupils throughout the school. All pupils, including those with special

educational needs and those for whom English is an additional language, appear to achieve well. The aims of the course are clear and ensure a progressive understanding. The teacher's use of an appropriate range of strategies and resources stimulates pupils' interest, reinforce learning and capture attention. As a result, pupils enjoy the subject and are eager to learn. A high standard is set in modelling pronunciation and intonation for pupils and there was a very happy and productive atmosphere in the few lessons seen.

MATHEMATICS

Provision in mathematics is **satisfactory** in Years 1 and 2, and **good** in Years 3 to 6.

Main strengths and weaknesses

- The achievement of pupils in Years 3 to 5 is good and is very good in Year 6.
- The needs of pupils in Years 1 and 2 are not always met.
- The quality of teaching in Years 3 to 6 is good.
- Numeracy across the curriculum is weak.
- The use of ICT in lessons is not consistently planned for.

Commentary

56. In 2003, national test results for Year 6 pupils were well above average, and were average at the end of Year 2. Inspection findings are similar to national test results for Year 2 pupils but are above expectations for pupils in Year 6. The slight decline in standards, are due to fewer higher attaining pupils and high mobility in the present Year 6. Overall, achievement is good irrespective of pupils' age, gender, ethnicity or social circumstance.
57. Pupils in Years 3 to 6 achieve well in mathematics. They make good gains in learning and achieve standards above those expected by the time they reach the end of Year 6. Pupils benefit from good teaching, which challenges them to achieve high standards, and, as a result, they work hard and learn well. Teachers in Years 3 to 6 plan well and make effective use of resources and staff. This helps to keep pupils focused and 'on task'. Good use is made of the National Numeracy Strategy to help pupils build on prior learning. For example, very detailed planning in Year 5 means that all levels of attainment are well catered for, as was seen in one lesson. All pupils achieved their potential and benefited from the inclusive nature of the tasks, learning how to use a formula to calculate the area of shapes. By the end of the lesson, there was clear success by all groups.
58. Provision in Years 1 and 2 is satisfactory. Although standards are in line with expectations by the end of Year 2, pupils are not making as good progress as those higher up the school. This is because the quality of teaching is satisfactory overall, leading to satisfactory progress in lessons and satisfactory achievement over time. Teachers do not always match work well to pupils' needs and this slows their progress. In addition, work is not always marked in a way that would help pupils to improve. However, teachers are secure in their mathematical knowledge and use whole-class sessions well to teach new concepts. Effective use is usually made of resources to keep pupils interested. For example, pupils in Year 1 enjoyed using number cards to undertake simple addition and subtraction to ten. Similarly, pupils in Year 2 enjoyed using number rods to count in tens.
59. The quality of leadership in mathematics is satisfactory overall but with some strong features. The co-ordinator is aware of the strengths and weaknesses in the subject and has made a good start in improving the provision since taking up the post. For example, there have been improvements in provision for group work over recent months across the school. Tracking of pupils' achievements over time is beginning to have an impact on target setting and on raising standards. The lack of use of numeracy skills across the curriculum and the limited use of ICT in the subject, have rightly been identified as areas

for improvement this year, as they are currently underdeveloped. Improvement since the previous inspection has been satisfactory.

Mathematics across the curriculum

60. Numeracy skills are not used well enough in other subjects. However, there is evidence of some good use of numeracy to present tables and charts in science. For example, pupils collected data about friction and presented it as bar charts on computers, but, overall, the use and development of pupils' mathematical skills in other subjects is not planned consistently so that it makes a strong contribution to extending their achievement.

SCIENCE

Provision in science is **satisfactory** in Years 1 and 2, and **good** in Years 3 to 6.

Main strengths and weaknesses

- Pupils in Years 3 to 6 achieve well as a result of the generally good teaching, particularly of the oldest pupils.
- There is good emphasis on the use of specific technical language and on investigative work.
- Good use is made of pupils' literacy skills.
- Insufficient use is made of ICT to support science.
- The marking of pupils' work is inconsistent and generally inadequate in giving guidance on how they can improve their work.

Commentary

61. Overall, standards are in line with national expectations at the end of Year 2 and are above expectations at the end of Year 6. Standards are not as high as those reported in the previous inspection and in the 2003 National Curriculum test results because of the differences in cohorts and the high level of mobility in the present Year 6. Teachers' assessments in 2003 indicated that all pupils in Year 2 attained the expected levels, and an above average proportion attained the higher Level 3. For pupils in Year 6, National Curriculum test results, for 2003 were well above the national as well as the similar schools averages. These high standards are the results of the well-planned opportunities older pupils have to explore all aspects of science and investigative skills, and the good quality teaching. There is no significant variation in attainment between pupils of different gender, ethnicity or background. Pupils with special educational needs are well supported in class and achieve standards that are appropriate to their level of prior attainment.
62. Pupils' achievement is good in Years 3 to 6 and satisfactory in Years 1 and 2. Pupils are not doing as well in Years 1 and 2 because the teaching is less effective. Teachers do not make sufficient use of ongoing assessment information to plan work to meet the needs of all pupils, especially those of the more able, and this limits their progress. In many instances all pupils complete the same tasks, and this restricts opportunities for pupils to achieve even better, especially higher attaining ones. In addition, not enough opportunities are provided for pupils, in particular more able ones, to plan their own scientific investigations and to work at higher levels.
63. Overall, teaching and learning are good in Years 3 to 6, contributing directly to pupils' good achievement. Teachers emphasise experimental work and accurate recording of what is found, though presentation of work is not always high enough. Good emphasis is placed on developing key vocabulary and clear scientific language and questions are well used to check pupils' understanding and advance their thinking. One such example was a Year 6 lesson

where pupils were learning how animals adapted to different environments. The teacher very skilfully targeted questions, which encouraged pupils to use knowledge, which they had acquired in earlier sessions to draw conclusions about why some animals have certain features. The lesson was a great success because the teacher did not try to limit the pupils' use of a range of clues when trying to identify the different animals. The school's good approach to the development of scientific skills is evident in most classes and was clearly demonstrated in a Year 5 lesson on investigating what happens when different solids such as sugar, flour, washing powder and salt are mixed with water. Pupils showed good understanding when planning and carrying out a fair test and confidently explained the importance of keeping most variables constant in a scientific enquiry.

64. The consistent use of talk not only from the teacher, but also in group work and paired activities, develops pupils speaking and listening skills very well. Pupils not only develop a clearer understanding of key scientific ideas, but also develop social skills and turn taking very well as demonstrated in Year 2 where pupils worked in groups to carry out a food survey. Good teaching ensured that pupils concentrated well and responded eagerly to teachers' questions about what they knew and what they had learnt. They worked together very effectively discussing their findings in a logical and scientific manner. They used their literacy skills very well to record accurately and explain clearly the work they were doing. Although pupils' progress is assessed at the end of the term or unit of work, there is no ongoing monitoring of attainment and progress to allow effective use in future planning. Marking of work is of variable quality, ranging from a few ticks to useful comments, which extend pupils' learning.
65. Overall leadership and management are satisfactory. However, the newly appointed co-ordinator is well aware of what needs to be done, and has made a very good start in raising the profile of the subject across the school. For example, a 'Science Week' brimming with exciting ideas has been carefully organised and a commercial scheme of work have recently been implemented which provides additional support and guidance for teachers when planning. Nonetheless, there remain some areas for development. Although pupils' work has been reviewed, and monitoring of teaching and learning has taken place, this has not been sufficiently rigorous to identify what needs improving especially in Year 1 and 2. In addition, insufficient use is made of ICT to support and extend learning. Despite this, the school has shown good improvement since the previous inspection. This is because the curriculum has improved significantly, with the much greater emphasis on investigative work and the school has managed to sustain the good and sometimes very good achievement of pupils by the end of Year 6.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- The well-equipped computer suite provides a good resource for teaching.
- No formal assessments are made of pupils' levels of attainment.
- Pupils show positive attitudes and are very interested in their work.
- Procedures for monitoring and evaluating provision and standards in ICT are not established.
- ICT across the curriculum is underdeveloped and not planned systematically to enhance learning.

Commentary

66. Pupils across the school reach standards in ICT that are broadly in line with those expected at the end of Years 2 and 6. All pupils, including those with special educational needs, English as an additional language and those from ethnic minority backgrounds, achieve satisfactorily against their prior attainment. Overall, standards in ICT are lower than in other subjects mainly because the ICT suite has been in place only for the last 18 months and the co-ordinator has not held the post for long enough to make a sufficient impact on monitoring standards.
67. Evidence gathered from discussion with pupils in Year 2 and from the analysis of their work, shows that they are familiar with basic operations. They use computers successfully to produce, for instance, word-processed texts linked to their evaluation of vehicles in design and technology, and to write poems. Most are familiar with graphics programs and confidently use and select appropriate tools and icons to achieve the desired effect. In the direct teaching seen, teachers accurately demonstrated the skills to be practised, enabling pupils to achieve success. For instance, pupils in Year 3 explored and evaluated simulations and appraised their usefulness. Where teaching is good, pupils are enabled to draw on their previous learning and clear demonstrations are used effectively to review and develop skills, enabling pupils to make good progress. At the end of lessons, pupils are enabled to review and evaluate what they have learnt, and this consolidates their learning well. In most lessons pupils work well in pairs learning to co-operate and help each other to use the computer. Where lessons are less effective, skills are not demonstrated thoroughly and tasks are too open ended so that pupils are not sure what is expected and their progress slows as a result.
68. The subject is led and managed satisfactorily by the recently appointed subject leader. Good advice and support is provided to colleagues in planning and teaching, but there has been no opportunity to monitor teaching and learning in order to share good practice and help teachers identify opportunities for the wider use of computers. There is no way at present of checking how well individual pupils build on their skills and expertise as they move through the school but the co-ordinator has plans to address this in the near future. Improvement since the previous inspection has been satisfactory. However, significant improvements have been made in resources and staff confidence and expertise since the last inspection.

Information and communication technology across the curriculum

69. Apart from a few examples in history and English, the skills pupils learn in ICT sessions are not being used and applied sufficiently in other subjects. Use of the Internet is evident in some of the work, when pupils use maps and in history when pupils in Year 6 research information on World War II. As a result of the limited use of ICT, pupils' knowledge and skills are not being fully developed.

HUMANITIES

Religious education is to be inspected as part of Section 23 of the Education Act and will be published as a separate report.

Work in history and geography work was sampled. Since only one lesson was seen in each subject it is not possible to make secure judgements on provision, standards and teaching. However, in both subjects, a scrutiny of pupils' books and teachers' planning, together with discussions with the subject leader and pupils were undertaken.

Commentary

70. In both subjects pupils' earlier work show that all aspects are covered and it is clear that a range of visits and visitors play an important part in making the subject more relevant to pupils' experiences. In history, for example, a visit to the local RAF base enabled Year 6 pupils to understand more fully the different types of aircraft used during World War II. From discussions with pupils in Year 2 many obviously enjoy history because learning is made lively by varied activities. They recall with confidence and accuracy important facts about the life of Florence Nightingale and make sensible comments about the different types of houses in the local area. Throughout the school, teachers regularly mark pupils' work. Praise and encouragement are given in Years 1 and 2, but little written advice is provided to let pupils know how they could improve their work. Throughout the school, pupils' literacy skills are used effectively in written recording of their work and in developing an appropriate vocabulary.
71. The leadership and management of both history and geography are satisfactory. The subject co-ordinator has started to monitor the subjects through looking at samples of pupils' work. However, opportunities to monitor teaching to identify what needs improving are limited. Both subjects contribute well to the spiritual, moral, social and cultural development of pupils.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Insufficient lessons were observed in art and design, design and technology, music and physical education to enable overall judgements to be made about provision, standards or teaching.

72. Discussions with the co-ordinators indicate that a broad and balanced curriculum is in place for **art and design** and **design and technology**, and that both subjects fully meet the requirements of the National Curriculum. Some exciting extra-curricular art activities are planned regularly.

Music and physical education

Two lessons were seen in physical education and one in music. It is not therefore possible to make overall judgements about provision, standards, teaching and achievement. In addition to observing lessons inspectors spoke to co-ordinators and pupils about the subjects.

73. In **music**, one lesson was seen and this was of satisfactory quality enabling pupils to develop their grasp of contrasting sounds through the use of clapping and demonstrations on the xylophone. Provision in the subject is strengthened by a range of opportunities for pupils to participate in musical activities. Pupils have, for instance, presented a concert at the Albert Hall and have benefited from professional musicians who helped them compile a CD. There is an active choir and special occasions like Christmas are used well to celebrate music within the community. Several pupils also learn to play an instrument. The school has close links with the RAF central band
74. In **physical education**, two good lessons were seen in Years 1 and 5. Pupils in Year 5 were adept at using space. They used the teacher's instructions to good effect as they practised and rehearsed their dance. They drew on their previous learning well and, with practice, improved the quality of their movements in response to the music. The good teaching observed enabled them to develop and refine their techniques well, for example, mirroring or

shadowing their partner. Towards the end of the lesson, they were given suitable opportunities to observe each other and to comment on what they liked.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for personal, social and health education is **good**.

Main strengths and weaknesses

- The school sees this as a very important part of its work and does its most to promote pupils' personal and social development.
- The school has implemented very good innovations for this aspect of the curriculum.
- Older pupils' understanding is enhanced by participation in the Junior Citizenship Scheme.
- Pupils confidently express their views and feelings.

Commentary

75. The approach that the school takes is very good because it encompasses a very inclusive view of the subject. There is a well-organised programme of work for all classes and the subject is given full recognition as part of the curriculum. Good use is made of outside agencies to enhance the subject. Pupils make good progress in developing their personal and social skills and as a result, attitudes, behaviour and relationships are very good within the school.
76. Lessons are timetabled for classes on a weekly basis. In the two lessons observed good attention was paid to creating a confidential and secure setting so that pupils felt that they could talk about their concerns within a supportive atmosphere.
77. The school council helps pupils develop an understanding of the democratic process. It enables pupils' views to be systematically sought, listened to and often acted upon. Older pupils, participate in the Junior Citizenship Scheme where they develop a good understanding of the responsibility of citizenship.
78. Pupils are given responsibility for tasks around the school, such as lunchtime monitors, head boy or head girl and they take these responsibilities seriously. There are a number of pupils in the school with specific needs who are well supported by staff and pupils alike, and the importance of the value of the individual is a feature of the school ethos.
79. The school places a strong emphasis on encouraging pupils to lead a healthy lifestyle by raising awareness of eating healthy foods and taking regular exercise. Overall, provision has improved since the previous inspection, more time has been given to the subject and a clearer focus has been established. In addition, the school has implemented a number of new developments, including the DfES pilot project on the development of children's social, emotional and behavioural skills and the 'Walking Bus' scheme. These initiatives have been introduced enthusiastically by all staff and are already beginning to have a very positive effect on pupils' confidence in learning, helping them to gain better understanding of the importance of the healthy way of life.
80. As the subject has not been a focus for school development of late, the co-ordinator has not had the opportunity to provide more than satisfactory leadership and management of the subject. There are, however, strengths in the organisation of the new scheme of work and the thoughtful acquisition of resources to support teaching and learning. The

monitoring of teaching and learning has still to be established in order to identify precisely where support of teaching is required.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

Overall standards achieved	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	4

The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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