

INSPECTION REPORT

THE WILLIAM HOGARTH SCHOOL

Chiswick

LEA area: Hounslow

Unique reference number: 133486

Headteacher: Mrs Cathy Driscoll

Lead inspector: Mr Stephen Beaumont

Dates of inspection: October 20th - 23rd 2003

Inspection number: 258173

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

© Crown copyright 2003

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 9
Gender of pupils:	Mixed
Number on roll:	111
School address:	Duke Road Chiswick London
Postcode:	W4 2JR
Telephone number:	(0208) 994 4782
Fax number:	(0208) 742 7736
Appropriate authority:	The governing body
Name of chair of governors:	Mr Andy Rooney
Date of previous inspection:	None

CHARACTERISTICS OF THE SCHOOL

This is a new school, opened in October 2001 in a building previously used by another school. Last year, it was given Community School status. At present, it is much smaller than most primary schools, as it caters for children between three and nine. It is planned that the school will grow at the rate of one year group each September, and will cover the whole primary age range from September 2005. The school serves a local community of many different cultures, the largest groups being British, African and Asian. There is a high percentage of pupils who do not speak English as their first language. Of these, 16 are at an early stage of learning English. There are 18 pupils with special educational needs, mainly with moderate learning or social and behavioural difficulties, which is a higher proportion than in most schools nationally. The percentage of families claiming free school meals (52 per cent) is well above the national average. Many children enter the Nursery class with skills and knowledge below that found nationally. Similarly, those entering Reception or older classes often have skills below those of other children of their age. However, there is a growing number of higher attaining pupils in the school. The 11 children in the Nursery class attend in the mornings only. Although an increasing number of parents are selecting this school as their confidence grows in it, the Nursery class is less than half full. The other 52 boys and 48 girls in the school are full time. A high number of pupils enter and leave the school other than at the normal time.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
8440	S. Beaumont	Lead inspector	Mathematics, religious education, physical education, special educational needs
9537	C. Marden	Lay inspector	
8560	M. Lynch	Team inspector	English, history, geography, English as an additional language
8845	H. Sumner	Team inspector	Foundation Stage, science, art and design, music, design and technology, information and communication and technology

The inspection contractor was:

Tribal PPI
Barley House
Oakfield Grove
Bristol
BS8 2BN

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 5
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	6 - 8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	8 - 12
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	12 - 14
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	15 - 24
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	25

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **satisfactory and improving** school which has made good progress in the two years since it opened. The quality of teaching is good and pupils achieve satisfactorily. There is a good atmosphere in which pupils feel safe and know that they are valued as individuals, and this helps them develop their social and personal skills, which are good. There is very good racial harmony and the school sees the varied mix of cultures in the school as a very positive benefit. The very good leadership and good management are moving the school forward. Parents are very pleased with what the school provides, and pupils enjoy their learning. Although costs are very high, the school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Teaching is of good quality overall.
- There is a good atmosphere for learning; all pupils are known, valued as individuals and they feel secure.
- Pupils with special educational needs, and those with English as an additional language, make good progress because they are well taught, and their needs are met.
- The very good leadership given by the headteacher, together with the good leadership and management of other senior staff and governors, provides clear direction based on a good assessment of the school's strengths and weaknesses.
- Standards in English, mathematics, and information and communication technology are satisfactory, but the pupils do not use their skills regularly enough in other subjects.
- In some classes, the behaviour of a small number of pupils is hindering their own learning, and those around them.
- Higher attaining pupils are not always making the progress which they could because not enough is expected of them.
- The Nursery class is less than half full, and there are vacancies in other classes.
- The school playgrounds are uninteresting and do not provide exciting areas for play and learning.

This is the first inspection of the school. There has been good progress and marked improvement since its opening in October 2001. A major factor in this has been the very good leadership of the headteacher and the strategic vision of the governing body.

STANDARDS ACHIEVED

Standards in Year 2 in reading, writing, science, and all other subjects where inspectors are able to make a judgement, are broadly **average**, except in mathematics, where they are below average, and art and design, where they are above average. In Year 4, standards in all subjects where a judgement could be made are in line with national expectations. Achievement is **satisfactory** in Years 1 to 4 and good in the Nursery and Reception classes. Almost all children are on course to attain the goals children are expected to reach by the end of Reception. Pupils in other classes make satisfactory progress, and there is no significant difference in the achievement of boys and girls, or pupils from ethnic minorities, if they have been in the school for over a year. Pupils with special educational needs, and those with English as an additional language, make good progress and they achieve the targets that are set for them. Higher attaining pupils do not make enough progress, other than in mathematics, as not enough is always expected of them. In mathematics, they are set different work matched to their needs, but not in other subjects. Standards in art and design are higher than expected nationally and this reflects the emphasis that the school gives to it.

Results in National Curriculum tests at the end of Year 2, compared with:	all schools	similar schools
	2002	2002
reading	E	B
writing	E	C
mathematics	E	B

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

There are no other comparative results available as the school was opened in October 2001. Only 15 pupils were tested in 2002, and with this small number, the statistics should be considered with caution. In the national tests taken by the 20 Year 2 pupils in May 2003, standards improved in all tested subjects except reading. Pupils' spiritual, moral, social and cultural development is **good**, and they have **good** attitudes. Their behaviour is generally **satisfactory**. Attendance is unsatisfactory, despite the school's efforts to improve it.

QUALITY OF EDUCATION

The quality of education is **satisfactory**. Teaching is of **good** quality overall, and this helps to bring about **satisfactory** learning. The behaviour of small groups of pupils in some classes prevents learning from being good. The curriculum covers all that it should, and the good resources and indoor accommodation are positive factors in helping pupils learn. Outdoor facilities are underdeveloped and are not used enough in pupils' learning activities. Pupils are well cared for, they feel safe, and know that they are valued as individuals. The very favourable adult to pupil ratio is a positive factor in pupils' welfare. There are good links with parents; and parents and carers are well informed as to how they can help their children learn.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management is **good**. The quality of leadership given by the head teacher is very good. The leadership and management given by the governors and key members of staff are good, and have had a very positive effect on getting the school established and moving it forward. Their good self-evaluation of the school's strengths and weaknesses means that they are clear as to what needs to be done to improve standards further,

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very supportive of the school and recognise the efforts and commitment of all staff. Pupils enjoy coming to school and state that they work hard.

IMPROVEMENTS NEEDED

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

- Raise standards in English, mathematics and information and communication technology using the skills that pupils have in these areas more fully in other subjects.
- Improve the achievement of higher attaining pupils by expecting more of them and setting more challenging tasks.
- Continue to work with outside agencies, and develop own systems to improve behaviour in small groups of pupils, so that all pupils learn without hindrance.
- Improve the school's grounds so as to make them stimulating areas for learning.
- Use best endeavours and innovative strategies to ensure that the Nursery class is full and that pupils stay in the school as it grows.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Children enter the Nursery and Reception classes with a wide range of skills and abilities, but they are generally just below those of children of this age nationally. Several pupils join the school at an older age with limited speaking and listening skills; of these, many do not speak English at home as their first language. Children make good progress in the Nursery and Reception classes, and most leave the Reception class with the skills and understanding in the six areas of learning which are expected nationally.

In Year 2, standards, as measured by national tests in reading, writing and mathematics, are well below the average when compared with all schools. However, standards are above the average when compared with similar schools. In analysing pupils' work and talking with them during lessons, inspectors judged that standards in Year 2 are below those achieved nationally in mathematics, but broadly in line with nationally achieved levels in speaking and listening, reading, writing and science. Standards in art and design are above nationally expected levels. In all other subjects, pupils' standards are average.

In Year 4, standards are broadly in line with standards expected for this age nationally in all subjects, except in art and design, where they are above average. Pupils show particular strengths in mental arithmetic and in drawing and painting.

Inspectors were not able to judge standards in design and technology, history and geography, as not enough evidence was available.

Pupils achieve satisfactorily, except those with higher attainment, whose progress is limited as they are not always given different work with enough challenge for them.

The school is careful to check to see that pupils from different cultural backgrounds are performing as well as others, and they do if they have been in the school for more than a year. There is no significant difference in the standards achieved by boys and girls. As the school is aware that boys, and children born in the summer months, could be underachieving, the teachers check regularly to make sure that they are performing as well as they can.

Pupils with English as an additional language, and those with special educational needs, make good progress and achieve well throughout the school because their needs are carefully analysed and they are well taught.

Main strengths and weaknesses

- Achievement of pupils with special educational needs and of those who do not speak English as a first language at home is good.
- Standards in mental arithmetic in older pupils.
- Standards in art and design.
- Progress made by higher attaining pupils is slower than it should be.
- Standards in English, mathematics and ICT because pupils are not using the skills they have in other subjects.

Commentary

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

Standards in:	School results	National results
reading	14.1	15.8
writing	12.2	14.4
mathematics	15.5	16.5

There were 15 pupils in the year group.

1. Because of the small number of pupils in the year group, these statistics should be considered with caution. Standards achieved by the 20 pupils who were tested in the May 2003 tests were higher in writing and mathematics, but lower in reading.

Pupils' attitudes, values and other personal qualities

Most pupils have good attitudes to their learning and their behaviour is satisfactory. The school's attendance rate is well below the national average. Unauthorised absences are above the national average. Provision for pupils' spiritual, moral, social and cultural development is good.

Main strengths and weaknesses

- Most pupils have good attitudes to school. They show interest in school life, behave well in lessons and are enthusiastic about the range of opportunities provided for them.
- The school promotes good relationships and racial harmony well. This enables pupils to learn in an atmosphere free from bullying and other forms of harassment.
- The school makes good use of the local community to enhance pupils' learning.
- Children in the Nursery and Reception classes achieve well in personal, social and emotional development.
- Pupils' spiritual, moral, social, and cultural development are good throughout the school
- The unsatisfactory attitudes and behaviour of a small number of some groups of pupils have a negative effect on their own and other pupils' learning.
- Although attendance is well below the national average, good procedures are in place to pick up unsatisfactory attendance, and certificates for good attendance and punctuality are awarded in the school assemblies.

Commentary

2. The school, with regular help from the Education Welfare Officer, works very hard to promote satisfactory attendance and punctuality. Despite their efforts, attendance for the last year, at 93.2 per cent, was well below the national average. Unauthorised absence was above the national average. No pupil has been excluded from the school.
3. Attitudes and behaviour of pupils are at least satisfactory in the Nursery and Reception classes and from pupils aged eight onwards, but the attitudes and behaviour of a minority of pupils aged six and seven have a negative effect on other pupils' learning, and this is unsatisfactory. A significant number of some groups of pupils, many with special educational needs, receive support to improve their behaviour. The school is one of a cluster of schools that benefit from the Local Education Authority's Behaviour Improvement Programme. During a 'Good Work Assembly', the headteacher awarded certificates to pupils who had really helped others. Children in the Nursery and Reception classes develop well socially and emotionally.
4. Should any issues of racism arise (which are very rare), they are, appropriately, reported to the Local Education Authority and, where necessary, work with parents and pupils is carried out. There are no on-going issues related to bullying. When any issue related to any form of bullying, racism or harassment occurs, the school deals with it effectively through the headteacher, the

parents and the pupils concerned.

5. The school stimulates in pupils a desire to learn. The headteacher has regular tea parties to which she invites one pupil from each class. She gains from knowing all pupils, ensuring that she listens to the voices of all pupils. Pupils, in turn, gain from the opportunity to speak to her of their needs. The deputy headteacher chairs regular School Council meetings. The council has two pupil representatives from all classes from the Reception class to Year 4. Pupils discuss issues and the younger council members are included well through the interpersonal skills of the deputy headteacher and the older council members. Pupils, in discussions and in completing their questionnaires, revealed that they really enjoy coming to school, and that they work hard.
6. The school encourages self-knowledge and spiritual awareness through assemblies, religious education, and personal and social education lessons. Pupils are encouraged to consider and explore their own beliefs and those of others. Appropriate opportunities are made for collective worship and reflective time. Staff are aware of the possibilities for spiritual moments in school life, for example, the pupil who had discovered a purple colour from the mixing of blue and red, the marvellous arrival of a pheasant on the school playground and the pupils' responses to it.
7. The community teacher makes a significant contribution to work with parents to enable them to understand pupils' work and needs at school. There is good liaison with Adult Education for the provision of classes in English as an additional language, and in the use of information and communication technology. A significant number of volunteers from the community assist pupils' learning in classes.
8. Pupils' cultural development is well provided for, with especially rich opportunities in art and design, stemming from the name of the school after the famous artist, and through the school's provision for English as an additional language.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.9	School data	0.9
National data	5.4	National data	0.5

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

Exclusions

There have been no exclusions since the school opened.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Teaching and learning

The overall quality of education provided is **satisfactory**. Teaching is good, but learning is no better than satisfactory owing to the unacceptable behaviour of some pupils. The curriculum is sufficiently broad, the pupils are well cared for and supported, and the school links with parents effectively.

Teaching is of **good** quality overall. Teaching was good or very good in over half of the 28 lessons inspected. In all but one other lesson, teaching was satisfactory. Because of this, pupils' learning is **satisfactory** and they generally make at least satisfactory progress. Assessment is satisfactory and teachers effectively plan what is to be taught next, using their own analysis of how successful units of lessons have been.

Main strengths and weaknesses

- Teachers know their pupils well and have a good understanding of how they learn.

- Teachers involve pupils in their own learning and make them think.
- Teaching assistants are used well in all classrooms.
- Teaching given to pupils with special educational needs, and those with English as an additional language, is good, which helps them make good progress.
- Teaching arranged by the community teacher is good.
- The behaviour of a small number of pupils has a negative effect on their own learning and on those round about them.
- Teachers do not plan enough to meet the needs of the higher attainers in their classes.
- Teachers do not make enough use of the skills that pupils have gained in English, mathematics and ICT, for example, by making sure that they use them in other subjects.

Commentary

Summary of teaching observed during the inspection in 28 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	6	10	11	1	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.

9. All teachers know their own pupils well. The small class sizes help them in this, but they make the most of this benefit. All practitioners in the Nursery and Reception classes have a good understanding of how young children learn. They plan their teaching well to meet children's learning needs, providing a good balance of activities, some of which are focused around an adult, others requiring children to explore for themselves. Similarly, in Years 1 and 2, teachers plan their lessons well to provide a variety of activities to keep pupils interested. This has a very positive effect on the quality of learning.
10. The very good use of visual materials is a feature in the good and very good lessons inspected. Teachers, by using pictures or real objects, not only gain pupils' attention, but help them understand. Notably good examples of this were seen in the teaching of mathematics, English, and religious education. Teachers also involve pupils in their learning by good use of questioning. Through this, teachers not only find out what is being learned, but also extend their thinking. Pupils are often asked 'how do you know that?' or 'can you find another way of doing that?' or 'can you tell me some more?' These strategies help pupils to think, and from this comes deepened understanding.
11. The school employs a high number of teaching assistants. Some support children with special educational needs, others teach groups within the classrooms working to the direction of the class teacher. The ratio of adults to children in the school is very favourable and is having a positive effect on the quality of learning because these adults are giving strong, focused support. They work alongside pupils, helping them with their tasks, but not doing the learning for them. The teaching given to pupils with special educational needs is of good quality. The co-ordinator works with teachers to set clear learning targets to meet individual needs. Progress is regularly checked, and pupils achieve their targets. The teacher who co-ordinates the teaching given to pupils with English as an additional language has very good knowledge of the techniques that are needed, gives very good direct teaching to small groups, and assists other teachers to meet these children's needs in other lessons. Because of this, these pupils make good progress.
12. Although the quality of teaching is good, the challenging behaviour of a small number of children is having a negative effect on the quality of learning. The pace of some lessons is slowed by the need to control behaviour, and in these sessions, pupils do not learn as well as they should. The school is aware of this, and works with outside agencies to try to solve the problem, but it remains the biggest barrier to learning.
13. Teachers do not yet plan their teaching and organise activities for higher attaining pupils effectively. There is good grouping within classes in mathematics, and in these, the more able pupils are given activities and problems to solve which are closely matched to their abilities, and

this is extending them. In other subjects, teachers do not consider their needs enough or plan work that is at their higher level, and this means that they do not always make the progress that they should. Pupils of all abilities gain skills in English, mathematics and ICT, but they are not made to use them enough in other subjects. In some examples of work examined, there was an over use of worksheets. This meant that pupils were just filling in blanks, or colouring in pictures, and opportunities for real expression or writing things in their own words were missed, and this slowed progress.

The curriculum

The curriculum which the school provides is **satisfactory**. The school's curriculum provides a good breadth of learning opportunities in the Nursery and Reception classes. Provision for Years 1 to 4 is satisfactory. Opportunities for enrichment of the curriculum are satisfactory across the school. Teachers make good use of visits to places of local interest and arrange for people from the local community to come into the school to work with the pupils, and this makes learning real. There are a small number of clubs and after school activities, and these cater for the age ranges of pupils in the school. The accommodation and resources to support pupils' learning are good.

Main strengths and weaknesses

- The school uses well its considerable indoor accommodation to enhance teaching and learning.
- The provision and liaison with outside agencies for pupils with special educational needs, and for children with English as an additional language, is good.
- The inclusiveness of the curriculum for all pupils is very good and it is promoted through exhibitions of home languages within the school.
- The use of the community to enhance the taught curriculum is very good.
- The specific enrichment of the art and design curriculum, through collaborative partnership with a local artist is both beneficial and appropriate for a school named after William Hogarth.
- The quality of the curriculum for children in the Nursery and Reception class is good
- Resources to support pupils' learning are good overall and meet the needs of the pupils and the curriculum. An exception is the amount and variety of children's literature (fiction and non-fiction) available. This is very good.
- The over use of work sheets in science limits pupils' progress.
- Outdoor facilities are not stimulating and do not support the curriculum.

Commentary

14. A broad range of worthwhile learning opportunities that caters for the interests, aptitudes and needs of pupils, and ensures progression in pupils' learning, is evident. The overall curriculum policy and provision covers all required National Curriculum subjects, with a strong emphasis on numeracy and literacy. Health and social education, together with education about sex and drugs, taught through the Drugs Information in Primary Schools Project, are appropriately included. The provision for science supports health education. The taught curriculum includes provision for religious education and collective worship, and meets statutory requirements. The curriculum provided for pupils with special educational needs, and for those who have English as an additional language, is very good. Citizenship is taught and this finds practical application through the School Council, which has a very positive effect on pupils' knowledge about democracy. Accommodation is good, and indoor spaces are stimulating and used well. The separate rooms available for ICT, and the group spaces for supporting pupils with special needs, are well used, and this helps pupils to make progress. The very good provision of teachers and teaching assistants has a very positive effect on the quality of learning. There is good provision of teaching resources in the Nursery and Reception class, and very good provision in the rest of the school, and this has a positive effect on the quality of teaching and learning. The outside playgrounds are large, but uninteresting, and are not used enough as a learning resource. The area outside the Nursery and Reception class is unsatisfactory in stimulating children's learning. There is no covered area and the space is not sufficiently developed to extend children's activities.

Care, guidance and support

The school takes **good** care of its pupils. The school provides **good** support and guidance to pupils and involves them **well** in the life of the school.

Main strengths and weaknesses

- Very good child protection procedures.
- Very good support for pupils' personal development.
- Good use of outside agencies.
- Good induction procedures.
- Lack of a policy for the safe use of the Internet.

Commentary

15. The school provides a happy, caring environment in which pupils feel their teachers value them and their opinions. Child protection procedures are in place and fully accord with the Local Education Authority guidance. The headteacher has recently updated staff on these procedures and consequently they have a good understanding of what to do if they have a concern. The school pays good attention to health and safety, and carries out appropriate risk assessments for school trips. Governors have recently adopted a health and safety policy and they will be carrying out regular site visits to monitor the safety of the school premises. Supervision of breaktimes is good. Midday supervisors promote co-operative play by playing with the pupils. However, the school has not developed a policy for the safe use of the Internet by pupils.
16. Staff have a good relationship with their pupils. The school has just introduced a computerised system for tracking pupils' achievement, but up to now has relied on informal procedures to identify any pupils who were not doing as well as they should academically. The very good support for pupils' personal development includes the effective use of outside agencies. The school works closely with the behaviour and education support team to involve families when pupils have poor attendance or there are behavioural problems. The school is about to introduce a scheme of counselling for pupils. There are comprehensive induction procedures for pupils joining the school, including home visits for children joining the Nursery or Reception class. Pupils revealed in discussion and through their questionnaires that they feel safe and well cared for in the school, and know that they could approach an adult if they had a problem.
17. The headteacher regularly seeks pupils' views through her weekly tea party, to which all pupils are invited over the school year. She uses these opportunities to find out what pupils like and do not like about school. Because of pupils' views, the school has provided more play equipment for use at break time. Pupils' views of the school are good, as revealed in the questionnaires they completed.

Partnership with parents, other schools and the community

The school has good links with parents and with the local community. The educational support programme for parents, families and members of the community is of good quality. There are satisfactory links with other local schools.

Main strengths and weaknesses

- Parents are very supportive of the school.
- Home visits are well used to make initial contact with families before children start school.
- Community programmes are good.
- Good use is made of members of the community, such as local artists, in working alongside pupils.
- There are beneficial links with local Beacon Schools.

Commentary

18. Parents' views of the school are very favourable,. The questionnaire gauging their views showed that they considered links were very good, and that they could approach the school with any problems, knowing that they would be quickly resolved. In the parents meeting, they said that they felt very much in partnership with the school, appreciated the information they were given, and felt part of the community. Parents felt they were being helped to be fully involved in the education of their own children.
19. All children receive a home visit before they enter the Nursery or the Reception class, and this helps to establish positive links. All staff are regularly available to speak with parents, and to inform them of how their children are getting on. The school is a community school and sees itself as central to the local area.
20. The school provides good support programmes for parents, families and members of the community. The community programme has only been in place for just over a year and already it is having a notable effect. The community outreach teacher is very committed to the programme and manages it very effectively. She regularly canvasses parents' views about the services they require and endeavours to meet their needs. She works closely with other agencies, including the adult education service and the behaviour and educational support team. She has a clear plan for the development of what is being provided, and regularly and rigorously evaluates the effectiveness of the programmes of support
22. There is a mix of courses run entirely for adults, for example, English classes for members of the community who have English as an additional language, and ideas for parents to use with their children during the school holidays. There are also classes aimed specifically at parents to enable them to help support their children's learning in mathematics and literacy. In the last year, 27 parents gained qualifications, several in information and communication technology. This year, there is a course for members of the community to gain a qualification for classroom assistants. The community outreach teacher has worked closely with the school to provide placements for these adult learners so that problems with childcare are minimised.
23. The community outreach teacher also arranges family literacy and numeracy programmes. In these, parents work with an adult education teacher for two sessions a week; the pupils work with a primary teacher for two sessions a week, and they all come together for one session at the end of the week. The school has found that pupils who have attended these courses have a marked improvement in confidence. In one case, a pupil who was on the special educational needs register made such good progress that he was removed from the register at the end of the course. The school reports that parents who attend have more confidence to help their children with their homework.

LEADERSHIP AND MANAGEMENT

The leadership of the school is **very good** and there is **good** management.

Main strengths and weaknesses

- Leadership of the headteacher and governing body with a clear vision for the school.
- Good self-evaluation meaning that the school knows its own strengths and weaknesses.
- Effective and regular checking on standards and the quality of teaching.
- Good progress since the school opened.
- Recruitment to the Nursery class is well below its capacity.

Commentary

24. The headteacher leads the school well. The governing body, headteacher, and senior staff have together developed a clear vision for the school, which is encapsulated in its belief that

enjoyment of learning is the key to the raising of standards. The application of this principle informs provision throughout the school. It is, for instance, the central tenet behind the learning opportunities made available to children in the Nursery. Another central belief is that the school should be integrated into the local community, drawing from it and serving it. A range of links between the school and the community are in process of development, including a Family Room for parents with toddlers and Family Learning opportunities, such as access to the new computer suite. The underlying belief is that parents will be better able to help their children to succeed as well as enriching their own lives. All staff in the school are treated with respect, leading to the very good teamwork which is also a feature of the school. The fostering of all adults' skills through on-going training is a priority. There is a very strong commitment to the provision of appropriate learning opportunities for pupils from all backgrounds. This is leading to satisfactory all round achievement in the school.

25. The governing body has been an active and willing partner in the development of these principles. It has brought to the discussions familiarity with, and concern for, the enrichment of the lives of all living in the locality, as well as a wide range of specialist skills relevant to the school's development. Its strong commitment to the school's success is in no doubt. It is active in ensuring that the school fulfils its statutory duties and has a good understanding of the strengths and weaknesses in the school as it stands. Regular feedback by the headteacher and senior staff, including co-ordinators, together with visits to observe the school in action, ensure that governors can make well-informed contributions to decision making, both challenging and supporting the headteacher and senior management. They also bring a long-term, as well as a wider view, to the school's deliberations. The strategic planning reflects the school's principles and priorities, and is clearly communicated within the annual school improvement plan. The leadership of the co-ordinators of various aspects of the provision in the school is satisfactory. Most are new to the school, but are already making an impact. Discussions with them, together with an analysis of their action plans, reflect the enthusiasm for on-going improvement, which characterises the leadership of the school generally. In the case of the provision for the youngest children in the school, the situation has been transformed in less than a year.
26. Management of the school is good. Effective monitoring of the various aspects of provision is already developing well as a strategy for improvement. The results of national tests are thoroughly scrutinised and appropriate action follows. Performance management is in place and having a positive effect. Observations of lessons and detailed feedback ensure that the quality of teaching is continually improving. The provision of support for newly qualified teachers is good and teachers new to the school are carefully inducted so that they are aware of the principles which underlie the school's activities as well as the daily routines. Any teachers facing difficult situations are very well supported. Financial management of the school is satisfactory and there is good adherence to the 'best value' principles which inform effective management of financial resources. This is a school which is determined to make a difference and it has made a very good start. Its pressing priority now is the publicising of its values, achievements and intentions so that more parents choose to take advantage of what it is providing, and more pupils come to it.
27. The school has made good progress since it opened. The vision for the school of giving children the love of learning is being realised. All who work in the school share this ideal and the confidence of parents is being gained. The school is becoming a valued part of the community. Although numbers are growing as year groups are added, numbers in the Nursery class are very small, and class sizes in the older year groups are not increasing. Governors and staff are aware that to succeed in the long term, the school must fill up from the Nursery and Reception classes, and these children must stay for the full period of their primary education.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	571,403	Balance from previous year	122,926
Total expenditure	521,171	Balance carried forward to the next	172,657
Expenditure per pupil	5,790		

The high balances are because, when it opened, the school was assigned funds that took account of its increasing expenditure as it grows in size up to 2005. The unit costs are very high.

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 is **good**, and it has improved since the school opened. Children enter the Nursery on a part-time basis, as they turn three years of age. Good links with parents are established before entry through home visits, during which a profile of each child is built up. This process reveals below average standards of prior achievement overall, and establishes the basis for the very good, on-going assessment which continues throughout the Nursery and Reception classes. The school's vision of promoting a love of learning is communicated and parents are given guidance on how to prepare their child for starting school. Written guidance in a range of languages is being developed. A significant proportion of children have English as an additional language and a few are diagnosed as having special educational needs. Good provision is made for these children.

Reception children attend full time. Their achievements to date are systematically assessed, so that appropriate support for learning can be given. By the end of the Reception Year, the majority of children achieve the skills and understanding in the six areas of learning which are expected nationally, though those with higher potential are insufficiently challenged. Links with parents are maintained and good opportunities are provided to enhance parents' ability to support their children as they develop.

Following committed leadership and a short, but intensive, period of extremely hard work, the two teachers, assisted by other staff, have transformed the quality of provision for Nursery and Reception children. An appropriate curriculum and a comprehensive assessment system have been put in place. The quality of teaching is good. The most pressing tasks now are an increase in the recruitment of children into the Nursery and improvement to the outside areas.

Main strengths and weaknesses

- The leadership and management of the department are very good.
- The very good teamwork and commitment of the staff.
- Arrangements for the assessment of children's achievement are good.
- The balance between teacher and child initiated learning opportunities.
- The well informed, good quality teaching.
- The links between parents and the teachers and other adults.
- Recruitment of children into the Nursery is well below numbers needed.
- There is insufficient challenge for higher achieving children, though those with learning difficulties are well supported.

Personal, social and emotional development

Provision for this aspect of children's development is **very good** and their achievements are generally good; this is because of the good teaching that is given. The excellent example of teachers and support staff is a very significant factor. They treat all children with consideration and communicate an excitement in learning which deflects misbehaviour. The start of each day is well used to create the appropriate attitude towards learning. The day's opportunities are communicated and children choose, though a record of choices is kept so that imbalances can be remedied. All children engage in the very generous selection of 'free-flow' learning activities provided during the morning sessions, during which they learn to share and interact with other children. There is a good balance between child and teacher directed learning opportunities, which encourages enjoyment and independence in learning. Role-play opportunities reinforce social skills and provide contexts for learning right from wrong. There is very good racial harmony. Clearing up at the end of lessons provides useful experiences in taking on responsibilities. By the time they reach Reception, pupils' social skills and attitudes enable them to fit into the informal, but slightly more disciplined, circumstances of whole class sessions. The overall result is that children now achieve, and in some

cases are on course, to exceed the nationally expected levels for personal development.

Communication, language and literacy

The majority of children achieve **well** in this area of development because the teaching is of good quality. Nursery children begin to develop conversational skills during the every day early morning sessions. The many activities, indoors and out, and role-play in particular, provide extended opportunities for children's sharing of their ideas without prompting. The informal interactions of Reception children show that most have developed appropriate skills in this area of learning, including those with English as an additional language. Class sessions develop children's confidence as they contribute to discussions. There is a significant emphasis on the development of vocabulary through talk and shared reading of familiar stories. In one very effective group session, each child had a hand puppet which featured in the story. This fired their interest as they sought to record their ideas in writing, some elements of which were readable at this early stage in the year. Classrooms are attractively decorated with colourful aids to the learning of language and literacy skills. A substantial supply of early reading books is available to support the home-school reading arrangements and records are kept.

Mathematical development

Children's achievement in mathematics is generally **good** and this reflects the good quality of teaching given. Teachers use incidental classroom opportunities to foster children's mathematical development. During registration, for instance, Nursery children counted sequentially up to the numbers in their class. The few absences were calculated by counting the name cards of absentees, so that a real world understanding of addition is starting to be established, with subtraction following later. Teachers emphasise the mathematical elements in stories such as 'The Five Little Ducks', which are attractively illustrated on large murals to which frequent reference is made during number work. 'Free-flow' activities provide a range of activities for mathematical exploration. Some exploratory activities are purposefully planned. For instance, Reception children explored 'lighter' and 'heavier', using balances to measure the weight of grain in various containers. Understanding is well supported by good quality questioning. Children with special needs are closely supported by an experienced class assistant, sometimes on a one to one basis. Teaching of mathematics, as in other areas of provision, is well planned and well informed. Children respond with interest and enthusiasm.

Knowledge and understanding of the world

Planning for the development of children in this area of learning is **satisfactory**, leading to satisfactory achievement. A lesson on Diwali included a focus on lights and their meaning. It included an extremely effective, shadow puppet show based on the story of Sita and Rama. Aspects of the lesson were led by a Hindu parent. The children were so impressed that they clapped spontaneously when the performance ended. The department has three computers, but they were under-used during the inspection, and there was no evidence of ICT-based, floor toys. Children did, however, use computers effectively to draw abstract pictures, using various colours, showing familiarity with basic computer functions, including mouse control and, with support, the choosing of colours, and some printing out. Construction activities range from using commercial kits to the making of bread rolls as part of a harvest theme. Children had previously examined the wheat and barley grains used to make flour. However, support for later learning in science appears to be limited, though gardening is planned when facilities allow. The curriculum includes visits to local sites, such as parks, exploring the countryside in different seasons and reflecting this in artwork. Overall, this area of provision, though satisfactory, requires enrichment in anticipation of learning in Year 1.

Physical development

Children's achievements in this area are **satisfactory**. They move with care and confidence, but outdoor facilities are inadequate and limit the development of larger motor skills, such as co-

ordination, control and movement. Though the range of equipment is quite good, the available space is totally inadequate in both surfacing and size, and this is a barrier to learning. Accidents are only prevented by intense supervision by staff. This problem has been recognised, but improvements are only now underway. Good use is made of the spacious gymnastics hall. Fine motor skills are successfully promoted in creative contexts requiring cutting, sticking and the manipulation of materials. There is also an effective emphasis on the correct manipulation of small tools, such as scissors, paintbrushes and pencils.

Creative development

Children generally achieve **well** in this area and there is good teaching. Very good opportunities are provided for creative role-play during the 'free-flow' activities. Various corners, such as the home base, are equipped for children to explore aspects of the outside world or to replicate the events in stories. Shopping procedures are followed as children work towards an understanding of life in the adult world. A wet-room facility enables small groups of children to receive intensive support for art from very effective practitioners. They were observed delighting in the messy business of colour mixing of paint with their hands in order to make handprints, while some manipulated play dough into three-dimensional shapes. Some activities are linked to learning in other areas, such as the making of Rangoli patterns associated with Diwali. Displays on classroom walls reflect the appreciation with which children's artwork is regarded. Musical equipment is available and singing is used to support learning, but there are not enough opportunities for making music.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory** and pupils achieve standards in line with those expected nationally. Pupils with special educational needs, and those who have English as an additional language, achieve well throughout the school. Achievement in higher attaining pupils is unsatisfactory because not enough is expected of them. All other pupils achieve satisfactorily.

Main strengths and weaknesses

- Listening and speaking skills are good and are very well used by teachers and pupils to promote thinking and learning.
- Provision for pupils with English as an additional language is very good.
- Pupils have positive attitudes to their learning.
- All adults who support class teachers make a significant contribution to pupils' learning.
- Pupils enjoy the very good range of quality books to support their reading.
- Literacy skills are used satisfactorily across the curriculum, but could be improved.

Commentary

28. Pupils in Year 2 and Year 4 are reaching standards that are in line with national averages and their achievement is satisfactory. Pupils are on course to reach the achievement targets set for them for the end of the school year.
29. In Year 1, pupils achieve well in speaking and listening, and their standards are above average. These pupils can identify fruits, and name them, for example, 'guava', and they can state the colour. Pupils listen attentively to a story on tape. Similarly, in Year 4, pupils, inspired by the very good teaching, can reflect, predict, comment, hypothesise and make links between poems. They are attentive and eager to contribute ideas, offer opinions, and reflect on their learning.
30. Where achievement in reading is good, as in Year 1, pupils can read and successfully match written words, for example, pineapple, guava, passion fruit, avocado pear, mango and banana, alongside pictures of the fruits. They can move the mouse to select a program and access the media player. They are intrigued by a short section of film and can read the images. A higher

attaining Year 2 pupil who goes horse riding can read fluently and expressively from 'The Big Old Horse', a non-picture book. She copes successfully with vocabulary that includes 'ambled', 'investigates', 'curious', and 'stiffness', and speaks enthusiastically of her love of reading from a wide variety of texts, including warning notes on a lamp at home and games on the computer in class.

31. The quality of writing is satisfactory. Year 2 pupils struggled to write a set of instructions after successfully reading a flow diagram. They lacked a model of the written form of procedures or instructions in order to improve their standards in writing, and this meant that achievement was unsatisfactory.
32. Pupils' success comes from the quality of teaching and from teachers' subject knowledge. No unsatisfactory teaching was seen. Teaching ranged from satisfactory to very good. Where teaching was just satisfactory, able Year 3 pupils were involved in a reading activity that lacked appropriate challenge. During the session, the pupils had no feedback from an adult for a significant stretch of time and their learning was not taken forward.
33. A scrutiny of pupils' work showed too few opportunities were given for pupils to write on paper or on the computer screen (no printouts were included). Work labelled by a pupil as 'first draft' had no edits on the paper to move the work further forward. Marking by the teacher showed a number of ticks. One book sampled showed a comment by the teacher "...when you word process this you could..." The pupil would have benefited by writing initially onto screen, saving the work and then editing onto screen with a printout of the work. Pupils need to be taught to go into the writing process as writers do.
34. Of significance are teachers' written comments in a non-joined style of handwriting. These do not offer a good handwriting model for pupils.
35. Management of English is satisfactory. This is the post holder's first term in role. The Local Authority adviser has given appropriate advice. The co-ordinator has made a good analysis of standards and school needs. She has appropriate ideas and has an action plan, based on a needs analysis and pupil performance analysis, through which to lead the school further forward.

Language and literacy across the curriculum

36. Pupils use their skills in a satisfactory manner in some subjects, but this could be improved, especially in science, history and geography, and this would have a positive effect on raising standards.

MATHEMATICS

Provision in mathematics is **satisfactory** with some good elements.

Main strengths and weaknesses

- The quality of teaching is good.
- Pupils have well developed skills in mental arithmetic in Year 4, and can find varied ways of solving problems.
- Leadership is good and the scheme of work is regularly reviewed and updated to meet pupils' needs.
- Attitudes are good, notably in Years 1 and 4, and pupils enjoy their learning.
- Teachers do not get pupils to use their mathematical skills enough in other subjects.

Commentary

37. Standards in Year 2 are below those gained nationally. This is because there is a high proportion of pupils who have special educational needs. They are given support to meet the targets that have been set and agreed with them, and they make good progress. In Year 4, standards are broadly in line with those expected of pupils of this age nationally. Higher attaining pupils are given work that matches their attainment level and challenges them to think, and they make good progress and achieve well. All other pupils achieve satisfactorily.
38. Teachers prepare lessons very well, they share the purpose of each lesson with pupils, and make learning interesting. Teachers use visual materials very well. This was particularly good in a Year 1 lesson on the properties of shapes and patterns, and in a Year 3 lesson on multiplication. In getting pupils to 'see what is happening' when numbers are multiplied, and visualise pattern, pupils' understanding of mathematics is strengthened and their skills extended. Overhead projectors, whiteboards and number lines are used to very good effect. Teachers use questioning well to check on pupils' understanding and to get them to explain how they have come to an answer. This helps them to see that there are different ways of solving problems. Teachers are also careful to get pupils to know that they can make mistakes, and learn from them. There were very good examples of this in a Year 4 class introducing the idea of 'perimeter' and finding ways of measuring it. Teaching Assistants are used very effectively in all classes. They provide good support to individuals or small groups, and this has a very positive effect on achievement. All teachers teach new ideas to the whole class, but then group pupils according to their abilities and give them different tasks to do, and this helps them make good progress. Homework is set and this is linked with what is being learned, which extends pupils' learning. Teachers use assessment effectively to check on pupils' levels and to ensure that pupils are making progress.
39. In Year 4, pupils have well developed skills in mental arithmetic, They enjoy the challenge of working out more complex computations in their heads, and have good knowledge of tables and number facts.
40. The curriculum co-ordinator provides good leadership. She adapts nationally suggested or commercial schemes to the needs of the school, and regularly checks on the quality of mathematics teaching and the standards of work. She has involved the numeracy governor in looking at the quality of work in the school with her. She ensures that there are enough teaching resources and that they are in the right places. Her leadership and management skills are key factors in the improvement of standards that is taking place.

Mathematics across the curriculum

41. Although there are a few examples of pupils using graphs and measurement in science, not enough use is made of the mathematical skills that pupils have in other subjects, and this has a negative effect on standards.

SCIENCE

Provision in science is **satisfactory** and pupils show satisfactory achievement.

Main strengths and weaknesses

- Support for health education.
- The quality of teaching is improving, and it is leading to satisfactory achievement by pupils generally.
- Failure to provide sufficient challenge for pupils with higher achievement potential.
- Insufficient emphasis on investigative activities as a basis for the development of knowledge, skills and understanding.
- Marking is of variable quality and generally insufficiently constructive.

Commentary

42. Standards in science were well below the national average and those achieved by similar schools in 2002, with teachers' assessments of attainments by the end of Year 2 showing relatively low achievement in all aspects of the subject. Results in 2003 indicate some improvement at the end of Year 2, with 75 per cent of the pupils achieving an acceptable standard for their age, as against 60 per cent in the previous year. However, none exceeded this basic standard. The basic problem is that potentially higher attaining pupils are not achieving their full potential, largely because there has been insufficient emphasis on the investigative work which should be the core of the science curriculum. Scrutiny of previous work in Years 3 and 4 showed broadly satisfactory achievement in their knowledge of living things, the characteristics of materials and some aspects of physical processes.
43. Observations during the inspection showed that, until very recently, there has been too much reliance on commercially produced worksheets, which emphasise the memorisation of knowledge and do little to help pupils to understand the scientific processes. A telling indicator is that not a single reference to 'fair testing' was seen in previous work or in lessons. It is not expected that pupils in the age group should have a well developed understanding of this process, but the setting up of controlled experiments should be sowing the ideas which will support their progress in science.
44. Moves towards investigative work are now evident. Year 2 pupils were observed exploring the influences of natural forces on the movements of toy vehicles. They altered the slope of ramps and explored the effect of different surfaces as they moved towards an understanding of the effects of gravity and friction on speed. They kept record sheets from which they drew in the well managed plenary session which ended the lesson. The teacher's questioning focused on understanding rather than on recalled knowledge and pupils rose to the occasion. The class contained pupils with various behavioural difficulties, but the practical activities engaged their interest. Pupils with English as an additional language were achieving in line with other pupils in the classes. Surveys of previous work showed an acceptable balance between the other aspects of the science curriculum and that on life processes and living things being used well to support health education. Marking is unsatisfactory overall because it is not constructive.
45. The leadership and management is satisfactory. The new co-ordinator is keen to effect developments. Further professional training for colleagues is envisaged, and the need for increased links between mathematics and science is recognised.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory** and pupils achieve average standards.

Main strengths and weaknesses

- The newly installed computer suite is well used, and it is an aid to learning.
- The good support for pupils provided by class assistants helps them gain new skills.
- The lack of an interactive whiteboard or similar in the new ICT suite makes group teaching very difficult, and this has a negative effect on the quality of learning.
- Shortages in computer programs and computer accessories limit the range of activities that can be provided.
- There is not enough use of ICT in other subjects.

Commentary

46. Following the recent installation of a computer suite, standards of attainment are satisfactory in Year 2 and Year 4, though pupils are catching up on learning lost through limited opportunities in the past. Teachers have a growing confidence in how to teach the subject effectively, and the

quality of pupils' learning is satisfactory. Year 1 pupils, for instance, created effective scenarios for a story character. Skills involved the use of simple tools in the context of a paint program, followed by printing out. Pupils' pre-existing mouse skills and experience of screen options were reinforced. Most pupils set themselves high standards of accuracy and persisted until they were satisfied with their results. Pupils in Year 2 can use a paint package to create patterns inspired by the work of Mondrian, but no examples of the use of ICT to support work in mathematics were found.

47. The standards achieved by Year 3 pupils, though satisfactory overall, were hard earned because of not being able to show what was happening on the computer screen to a large group. The good quality of the teacher's introduction to a lesson on using text and graphics to make an effective poster was undermined as a whole class of pupils strained to see an average-sized computer screen. Those pupils who knew how to proceed helped others, though a few were reluctant to share a computer.
48. There is satisfactory leadership and management. The co-ordinator has appropriate plans for improving the provision. Currently, the curriculum is based on examples taken from national guidance, but the school is poised to recast the scheme of work to meet its own requirements. Teachers assess pupils' achievements at the end of each unit of work satisfactorily, but they recognise that the system needs extending to cover aspects other than skill development. The school is aware that more programmable toys are needed.

Information and communication technology across the curriculum

49. Though teachers use other subjects to focus learning in ICT, there is not enough application of ICT to pupils' learning across the curriculum generally. The two or more computers in each classroom are not used enough.

HUMANITIES

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Pupils' very positive attitudes means that they readily share their own religious experiences and this helps them and others to learn.
- Use of members of various faith communities in teaching brings religious customs to life.
- Use of visual materials and objects from particular religious celebrations is very good.
- Visits out are not used enough, or related to the faiths being studied.

Commentary

50. Standards are in line with those expected in the Hounslow Agreed Syllabus. Pupils really enjoyed the lessons inspected and they achieved well. They were fully involved and gained deep insights into how people worship and celebrate. A workshop, extending over a whole morning, and expertly led by two members of the Hindu faith, introduced pupils to the feast of Diwali. During the morning, pupils performed a Gujarati stick dance, cooked celebratory food, decorated their hands, and created religious paintings with delight. Pupils were shown texts in a variety of Indian and eastern languages, which helped develop the self-esteem of pupils with English as an additional language. They were skilfully shown the importance of prayer to Hindus and came to appreciate why sounds and smells were important in worship. Throughout this, their attitudes were very good; they were learning through religion as well as about it. Pupils eagerly asked questions, and talked about their own experiences of worship sensitively. The quality of teaching was very good and the class teacher set up and controlled the extended session very well. Pupils gained spiritually and their multicultural understanding was extended.

51. The requirements of the Hounslow Agreed Syllabus are met, and the scheme of work covers the major religions found in the school. The school recognises the value of first hand experience, but has not yet arranged for visits to local places of worship as part of the teaching programme for each faith studied. No pupils are withdrawn from irreligious education, which reflects confidence from the varied faith communities in the school. Religious education is a very positive element in developing multicultural understanding. All teachers, and some visitors into the school, are involved in its teaching.

History and Geography

As only one lesson was inspected in geography, and none in history, it is not possible to make an overall judgement about provision.

In the geography lesson inspected, and in samples of pupils' work examined, standards are broadly average, and achievement is satisfactory. Pupils can ask and answer questions, interpret sources of evidence and communicate what they have learnt. In written work examined, pupils expressed their own views about people, places and environments satisfactorily. The required curriculum is being taught, and written and displayed work in classrooms included aerial photographs, maps, surveys (for example, how pupils get to school), a town plan, focus on aspects of the school's address, various forms of transport and world map studies.

No teaching of history was inspected, but a sample of work was examined. The sample showed appropriate evidence of satisfactory standards of work connected with Romans, time lines, leaders of countries during the Second World War, and main events of that war. Vikings, Tudors and the reign of Henry VIII had been studied at appropriate levels. An examination of previous work indicated an overuse of worksheets and revealed missed opportunities to extend literacy skills, most notably writing.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

It was only possible to inspect a small number of lessons in art and design, music and physical education, and no lessons in design and technology. Because of this, it is not possible to make a judgement about provision. In addition to inspecting lessons, inspectors examined work recently completed, and some retained from last term. They also evaluated work displayed and photographs showing what had been done previously.

Main strengths and weaknesses

- Standards in art and design are above national expectations in Years 2 and 4, notably in drawing and painting.
- Inclusion of ethnic influences in art widens pupils' horizons and helps their cultural understanding.
- The good quality teaching in art and design and music.
- Inspirational use of celebrated artists, past and present, to enhance pupils' work.
- Pupils in Years 3 and 4 show enthusiasm for music and an underlying talent for it.
- There are very good indoor facilities for physical education, including two halls, and considerable outdoor playing areas.
- The playground is well used at lunchtimes when small games apparatus is available, and school meals supervisors actively play with pupils. This helps to develop pupils' games skills.
- Not enough three-dimensional work in art.
- Under use of ICT in all creative subjects.
- In two lessons of physical education inspected, achievement was unsatisfactory, mainly because the pace of each lesson was too slow; teachers were not getting what they expected from the pupils, and pupils were not making enough progress.

Commentary

52. **Art and design** is pervasive in the school, and pupils' attainment is above national expectations at the end of Years 2 and 4. Their achievement is good. Given the name of the school, it has chosen art as a key subject, well suited to the profile of its pupil intake because it side-steps language difficulties, where these exist. It also provides a creative activity in which pupils may more easily experience success, leading to higher levels of motivation generally. Year 1 pupils have produced good pastel sketches of local buildings, with Year 2 using the same medium to make striking silhouette images of skyscrapers, lit against the night sky. Lessons inspected in Years 3 and 4 showed good achievement in response to good quality, well-informed teaching, combined with good class management skills. Year 3 pupils used a range of techniques and materials to produce a graphic collage using textiles. The lesson was well supported by good demonstrations of techniques linked to the qualities of the materials concerned, and pupils showed real pleasure in their creative activities. Year 4 achieved good standards in paper-based collages of favourite images. These pupils had earlier benefited from the support of an established local artist, Sir Peter Blake. He had inspired the pupils to produce oil pastel drawings of dogs, inspired by Hogarth's painting of his pug. The results are lively and full of character, clearly above standards normally achieved by pupils in the age group. Pupils in all age groups are encouraged to take inspiration from the differing talents of celebrated artists, such as Mondrian, Van Gogh, Warhol and Georgia O'Keeffe, and the classes are named after them. They also draw on other traditions, creating Rangoli patterns and contributing images in celebration of black history month. Computer-based art is also evident, but three-dimensional work is under-represented.
53. Because of timetabling, no lessons in **design and technology** were inspected. A very limited amount of previous work was available and no conclusions about standards can be drawn. Pupils have been involved, however, in a real world application of design and technology principles as they have participated in the planning of the school's major playground project. Their activities have included surveying the site, photographing existing features and superimposing drawings of possible structures which might replace them. They have had the purposes of the improvements in mind as they have considered shade, seating, playground marking and environmental aspects, including plants.
54. Currently, **music** has a lower profile than art and design. However, in a Year 3 and 4 lesson, pupils achieved above average standards in a meticulously planned session on descriptively matching sounds to the movements of jungle animals. Following previous rehearsals, they had learned the importance of following the conductor. The result was that their ensemble playing, using a variety of percussion instruments, complemented by singing, was very good. The teacher used an attractive graphic score to lead them through the musical story of the animals' responses to a jungle invasion by ants. The result was of whole school performance quality.
55. In **physical education**, pupils gain satisfactory skills in ball control, and in using small apparatus. The opportunities for practising and extending these skills during lunchtimes helps them make satisfactory progress. The quality of movement in gymnastics and dance in the lessons inspected was unsatisfactory, and progress was slow because the lessons lacked pace.
56. All the teachers who are co-ordinators of these subjects are new to the role, but are keen to promote improvements in their areas of responsibility. Currently, the co-ordinators are in the early stages of planning for a carnival week, which will draw on art and design, music, and design and technology skills. They are also looking closely at fundamental aspects of their responsibilities, such as curriculum review and improvement, to ensure progression in learning and the development of manageable assessment strategies which will track the achievements of individual pupils. At present, leadership and management in these subjects are satisfactory, although strengths in music and art and design are already evident.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

All classes have timetabled lessons for these areas, and teachers see them as of great importance. Only one lesson was inspected, so no judgement can be made about the overall provision. The school has policies for sex education and for teaching against drugs, and these are taught through science, and in addition to it. Pupils are given responsibilities, which they undertake well, and this helps their personal development. A very positive feature in teaching about citizenship and democracy is the School Council. A session of this was inspected and judged to be of very good quality.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	8
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	3
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
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	3
The quality of the school's links with the community	4
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	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).