

# INSPECTION REPORT

## YEADING JUNIOR SCHOOL

Hayes

LEA area: Hillingdon

Unique reference number: 102403

Headteacher: Mrs C A Jones

Lead inspector: Ms K Taylor

Dates of inspection: 24<sup>th</sup> - 26<sup>th</sup> May 2004

Inspection number: 258529

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
Number on roll:	440
School address:	Carlyon Road Hayes Middlesex
Postcode:	UB4 ONR
Telephone number:	(0208) 573 1579
Fax number:	(0208) 573 2280
Appropriate authority:	The governing body
Name of chair of governors:	Mr I Nelson-Wright
Date of previous inspection:	October 1998

## CHARACTERISTICS OF THE SCHOOL

Yeading Junior School is bigger than most primary schools, currently with 440 boys and girls aged between 7 and 11. The vast majority of pupils joining the school in Year 3 are drawn from Yeading Infant School. However, the school now has very high pupil mobility and some pupils stay at the school for a short time before being rehoused. Pupils' attainment when they join the school is, overall, below that usually found because a relatively high proportion of those joining the school late are at the early stages of acquiring English and some have only had limited previous schooling. Eighty-five per cent of pupils are from ethnic minority backgrounds and many ethnic groups are represented, including pupils from Traveller families and 20 asylum seekers and refugees. Over half of all pupils are from homes where English is not the first language and 35 pupils are at the very early stages of acquiring English. Punjabi, Somali, Tamil and Urdu are the main first languages spoken. The proportion of pupils identified as having special educational needs is above that found nationally. Twenty-nine pupils are on the higher stages of the Code of Practice, including nine pupils who have a statement of special educational need. Pupils' particular needs relate to learning, speech and communication, hearing and visual impairment, autism and behavioural difficulties. The social and economic backgrounds of pupils are very mixed and are below those usually found. The proportion of pupils entitled to free school meals is above the national average. Staff mobility has been high, but is now more stable. The school received a School Achievement Award in 2001 and is part of an Excellence Cluster.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22424	Kathryn Taylor	Lead inspector	Science Design and technology Special educational needs
9163	Geoffrey Humphrey	Lay inspector	
23354	Evelyn Adams	Team inspector	English Provision for pupils learning English Geography Art and design
20063	Gerry Slamon	Team inspector	Mathematics Music Religious education Personal, social and health education
21073	Roger Fry	Team inspector	Information and communication technology Physical education History

The inspection contractor was:

Tribal PPI  
Barley House  
Oakfield Grove  
Clifton  
Bristol  
BS8 2BN

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Yeading Junior School is a **good** school with some very good features. It provides a **good** education for pupils from a wide range of backgrounds and pupils of all capabilities achieve **well** as a result. The school is **well** led and managed and the headteacher provides **very good** leadership. There is a clear focus on raising standards in all aspects. The school provides **good** value for money.

#### The school's main strengths and weaknesses are:

- Standards in mental mathematics and religious education are good.
- Racial harmony is excellent.
- The headteacher's strong leadership sets high expectations for everyone.
- The good teaching and pupils' very good attitudes to learning means that they achieve well.
- Pupils are very well cared for, and the school is quick to provide extra support for those who need it.
- There are not enough teaching assistants in relation to the high level of pupil need.
- The current whole-school focus on Ethnic Minority Achievement and extending the provision for pupils learning English has led to good improvements, but there is some way still to go to extend the provision and ensure that best practice permeates all levels of the school.
- Although teachers' management of pupils' behaviour is good in many classes, a few teachers need extra support to strengthen their skills in this area.

The school has improved **very well** since the last inspection. Staff have worked determinedly to address the weaknesses identified at the time of the last inspection in 1998. The school has also responded well to the recent changes in pupil intake. The very positive ethos, the staff's commitment to the pupils and their determination to meet their needs all contribute well to the school's good capacity to continue to improve.

### STANDARDS ACHIEVED

The table below shows that in 2003, test results in English were below those found nationally, and those in mathematics and science were well below. The school's results compare more favourably with those in similar schools. Test results have fallen in recent years because the school's intake has changed: there is now a larger proportion of pupils with additional needs at the school, including some who have spent little time in this country before taking the tests. Standards in English, mathematics and science in the current Year 6 classes are in line with those expected and as such are better than test results last year. Pupils' skills in mental mathematics are good. This is because the cohort of pupils is much stronger, and because the school has been working hard to raise standards. Standards seen in other subjects are at least in line with those expected and those in religious education are above. Pupils of all prior attainments achieve well during their time at this school.

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average.  
Similar schools are those whose pupils have a similar number of pupils entitled to free school meals.*

## **ATTITUDES AND BEHAVIOUR**

Pupils' spiritual, moral, social and cultural development is promoted **very well**. This helps them to develop **very good** attitudes to school and to behave **well**. They work hard and have a good understanding of what is right and what is wrong. They respect one another and their teachers and support staff. Relationships are very good and racial harmony is excellent among pupils from a very wide range of backgrounds. The majority of pupils attend regularly and arrive on time, but a minority take extended holidays and arrive late at school.

## **QUALITY OF EDUCATION**

The school provides a **good** standard of education. Teaching, learning and the curriculum are all **good**. A few teachers need a little more help in managing a minority of pupils' misbehaviour and there are not enough teaching assistants to ensure that pupils always make good progress in lessons. All National Curriculum subjects are given good attention and teachers make good links between subjects. The school makes **very good** use of its links with the community and visits and visitors to school to support and extend pupils' learning. All staff ensure that pupils are **very well** cared for and safe at school. The school works **well** with parents.

## **LEADERSHIP AND MANAGEMENT**

The headteacher leads and manages the school **very well** and provides a very clear educational direction. Senior managers support her well and make a **good** contribution to the way in which the school is led and managed. Staff with subject and management responsibilities lead and manage their subjects **well**. The governors are supportive of the school and carry out all of their statutory responsibilities **well**.

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

Parents are **very satisfied** with the school and feel that their children are getting on well. They particularly like the way the headteacher and staff give time to talk with them. Pupils love coming to school and are very happy there. They say they enjoy all types of lessons and really enjoy learning. They trust their teachers and the support staff. They say they get lots of help from the staff and that they are fair and respond to their needs and concerns. Pupils have a very clear understanding of what they do well and what they need to do to improve.

## **IMPROVEMENTS NEEDED**

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

- Increase the number of teaching assistants.
- Continue to promote Ethnic Minority Achievement and develop and extend the provision for pupils learning English.
- Support some teachers to strengthen their skills in managing difficult behaviour.

## PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in subjects

Pupils of all prior attainments achieve **well**. Standards in English mathematics and science are in line with those expected by the end of Year 6. Standards seen in other subjects are at least as good as those expected.

#### Main strengths and weaknesses

- Pupils' skills in mental calculations and their knowledge of number facts are good.
- Pupils entering the school with little or no knowledge of English make very good progress in acquiring spoken English.
- Although pupils with special educational needs and those learning English achieve well and in some instances very well, there is insufficient adult support in some lessons to ensure that this is always the case.
- Standards in science and information and communication technology have improved well since the last inspection.
- Standards in religious education exceed those expected.

#### Commentary

1. Tests results in Year 6 in English, mathematics and science fell very slightly between 2002 and 2003, as the table below shows. National comparative data shows that the school's test results were below those found nationally in English, and well below in mathematics and science. The school's results compared more favourably with those in similar schools.

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

Standards in:	School results	National results
English	26.2 (26.5)	26.8 (27.0)
Mathematics	25.0 (25.3)	26.8 (26.7)
Science	27.2 (27.4)	28.6 (28.3)

*There were 111 pupils in the year group. Figures in brackets are for the previous year.*

2. Standards in English, mathematics and science in the current Year 6 classes are in line with those expected and, as such, are higher than last year's test results. This is because pupils now in Year 6 are a stronger group than last year's, and because the school has been working determinedly to address specific weaknesses in pupils' attainment highlighted in last year's tests. Test results in this school are somewhat unreliable as a measure of the school's yearly progress. This is because pupil mobility is increasingly high, and spare school places are often taken up by new arrivals to this country. These pupils' knowledge of English and their previous educational experiences are more limited than those of pupils spending all of their time in the school. It is precisely for this reason that although the school is effective and is fast making improvements, test results do not necessarily reflect this. Furthermore, inspection evidence clearly shows that some pupils know more than they can convey in written exercises. For example, many have good skills in mental mathematics that are not always evident in their written work.
3. Inspection evidence clearly shows that pupils of all prior attainments achieve well. Higher-attaining pupils are challenged and those with particular talents are extended through the teaching and the school's gifted and talented provision. Pupils who enter school without any



prior knowledge of English achieve very well in acquiring spoken English, so that many converse well after a relatively short time in the school. This is because they are made welcome, quickly settle in and are well supported by specialist staff and other pupils. There is less additional support available for pupils who are no longer at the very early stages of acquiring English. Although they continue to progress well, their rate of progress nevertheless slows down.

4. Pupils with special educational needs, including those who have statements of special need, attain standards that are below, and sometimes well below, national expectations, but nevertheless achieve well. Some pupils with complex needs, including some who have previously transferred, or were excluded from other schools, make very good progress. This is because they frequently receive a good level of adult support from teaching assistants, specialist teachers, the SENCO and the Learning Mentor. However, sometimes there is insufficient adult support in lessons for the large number of pupils with additional needs, especially in lessons when pupils are set by ability.
5. Pupils achieve well in information and communication technology (ICT), and standards are in line with those expected. This represents a good improvement since the last inspection when standards and pupil achievement were unsatisfactory. In religious education, standards exceed those expected. Standards of the work seen in other subjects are in line with what is expected and pupils achieve well.

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

The school makes **very good** provision for pupils' spiritual, moral, social and cultural development. As a result, pupils' attitudes are **very good** and they behave **well**. Attendance and punctuality are **satisfactory**.

### **Main strengths and weaknesses**

- There have been considerable improvements since the last inspection.
- Racial harmony is excellent.
- Pupils' very good attitudes to learning and good behaviour contribute very well to their learning.
- Pupils' moral and social values are very well developed.
- Although the majority of pupils attend school regularly, a minority do not.

### **Commentary**

6. Pupils' attitudes to school are very good. Pupils enjoy school, say they find the work interesting and take pride in their achievements. The good picture found at the time of the last inspection has been strengthened. The attitudes of pupils who have special educational needs and those learning English are also very good. They, like other pupils, concentrate, behave well and demonstrate a strong commitment to their learning which has a very positive effect on pupils' achievement.
7. The very good relationships and excellent racial harmony among pupils from very diverse ethnic backgrounds are real strengths of the school. Pupils help each other, value one another's backgrounds and show care and consideration towards each other. They are courteous and polite and they welcome visitors. Pupils' moral and social values are well developed and this creates a whole-school ethos of mutual respect and trust. Pupils take on many responsibilities around the school, which have been developed to encourage them to use their initiative and take responsibility. The pupil forum includes a representative from every class and operates as a consultative body between pupils and school management. There is a Buddy System to support new arrivals, a group of playground friends to promote social inclusion and trained pupil mediators and pupil monitors to help with classroom routines and to support whole school assemblies.

8. Pupils learn to act according to their own principles and challenge injustice and discrimination. For example, no form of bullying or harassment is tolerated and pupils expect, and are satisfied, that any such issues will be dealt with effectively, quickly and fairly by their teachers and other members of staff. Similarly, when occasionally their peers with particular behavioural needs have difficulty maintaining the expected standards of behaviour, pupils have the maturity to demonstrate understanding, sensitivity and patience. The school takes a firm stance on discipline, including the use of exclusion when necessary, and one pupil has been temporarily excluded in the past year as the table below shows.

## Exclusions

### *Ethnic background of pupils*

### *Exclusions in the last school year*

Categories used in the Annual School Census	Number of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	64	0	0
White – Irish	4	0	0
White – any other White background	15	0	0
Mixed – White and Black Caribbean	7	0	0
Mixed – White and Black African	4	0	0
Mixed – White and Asian	9	0	0
Mixed – any other mixed background	19	0	0
Asian or Asian British – Indian	164	0	0
Asian or Asian British – Pakistani	31	0	0
Asian or Asian British – Bangladeshi	4	0	0
Asian or Asian British – any other Asian background	29	0	0
Black or Black British – Caribbean	14	0	0
Black or Black British – African	50	1	1
Black or Black British – any other Black background	5	0	0
Chinese	4	0	0
Any other ethnic group	23	0	0

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

9. The school provides very well for pupils' spiritual, moral, social and cultural development and provision has improved significantly since the last inspection, when the spiritual and cultural elements were judged as unsatisfactory. There is now good teaching of moral and social values in assemblies, through the wider curriculum and lessons devoted to personal, health and social, education, citizenship, and religious education. The spiritual dimension of the school successfully promotes pupils' self-esteem, encourages them to be reflective and encompasses all faiths. Equality is strongly promoted through making sure that pupils have an understanding and appreciation of faiths and cultures other than their own. This ensures that they are well equipped for life in a multicultural society.
10. The attendance levels of the vast majority of pupils are good, but the whole-school attendance is only satisfactory. The attendance figures are depressed by the absences of Traveller families and a minority of families who take extended holidays. Unauthorised absence has

been substantially reduced in the past year as a result of improved co-operation between parents and the school, and is now similar to the national average.

**Attendance in the latest complete reporting year 2002/3 (%)**

Authorised absence		Unauthorised absence	
School data	6.4	School data	0.2
National data	5.4	National data	0.4

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

## THE QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good** standard of education. The teaching and learning are **good**. The curriculum is **good** and curricular enrichment is **very good**. The school provides **very good** levels of care. Links with parents, the community and other schools are **good**.

### Teaching and learning

Teaching and learning is **good**. Assessment is **good**. This represents **very good** improvements since the last inspection.

### Main strengths and weaknesses

- Teachers know their pupils well and have high expectations of what they will achieve.
- Pupils work hard and this contributes very well to their learning.
- Assessment is effective so that teachers are clear about what pupils need to learn next, and clearly communicate this to them.
- Teaching assistants, when available, are usually deployed well and make a good contribution to pupils' learning.
- Teachers have good subject knowledge and also use ICT well as a tool to support teaching and learning.
- Management of pupils' behaviour although satisfactory, is an aspect with which a few teachers need extra support.

### Commentary

11. Teaching and learning have improved very well since the last inspection and are now good. The team approach to planning ensures good levels of consistency across classes, and teachers are very conscientious about planning and preparation. They know what they want pupils of different abilities to learn, and clearly communicate this to them. Teachers have high expectations of their pupils, keep them working hard and frequently set challenging and interesting tasks that get them thinking and learning well. Inspection evidence also clearly shows that teachers welcome feedback on their teaching, regularly reflect on their practice and continually strive to improve it. This also has a strong impact on pupils' learning because they are also taught to reflect on what they can do to improve.
12. Pupils are very keen to learn and this makes a very strong contribution to their achievement. They understand the strengths and weaknesses in their work and know what they need to do to improve. This results from teachers' good assessments across all subjects, regular feedback to pupils, and the school's emphasis on promoting pupils' understanding of how to learn. Homework is used well to extend pupils' learning. The procedures for identifying pupils with special needs are good. Their individual education plans are well thought out and written with targets that are precise and easily measured. Learning support staff and teachers keep good records of pupils' progress in lessons and over time. Arrangements for assessing the needs and progress of pupils learning English are satisfactory. Further training and

developments in this area are needed to enable all staff to develop an even better understanding of individual pupils' specific needs.

13. Teaching assistants are well trained, well briefed about their role in lessons and are usually well deployed to support pupils with special educational needs and to ensure that those with limited English can access the curriculum. During whole-class teaching sessions, they often quietly and unobtrusively provide additional input for pupils, keep them on task and learning at a good rate. However, occasionally teachers rely too heavily on the support staff assigned to specific individual pupils to work with a whole group of pupils in lessons. This is because there is a wide range of attainment in all classes, a high level of additional need and not enough general teaching assistants or those employed specifically to support pupils still learning English. The bilingual teaching assistant, who is employed specifically to work with pupils at the early stages of English, is very skilled and provides very good support for pupils' learning. The fairly recent whole-school focus on addressing the needs of bilingual learners is proving effective. This was evident, for example, in the way that all pupils' speaking skills are being extended, and in the way that teachers take time to explain, and allow pupils to explore the meaning of unfamiliar words and phrases.
14. The basic skills are taught well because staff have a good knowledge of all subjects, including the core subjects. This results from good training and staff development and represents a significant improvement since the last inspection, when ICT and science teaching were unsatisfactory. Teaching in both of these subjects is now good. Practical science is taught well and staff also use ICT well to support and enhance pupils' learning across subjects. The new interactive whiteboards are providing a very useful tool to enhance teaching and learning. Teachers most often get a good balance between whole-class teaching and pupils working independently on tasks, but occasionally teachers talk for too long, and pupils' concentration wanders.
15. Teaching and support staff promote pupils' personal development very well. They treat them very positively and give them praise and encouragement to do well. They provide very good role models for pupils. Through group work, they encourage them to work cooperatively and collaboratively. This also makes a good contribution to learning since pupils have lots of opportunities to talk and to clarify their thinking, as well as to learn from one another. In most instances, the staff manage pupils' behaviour well. Nevertheless, there are times when this is not the case, and individual pupils can then monopolise too much of the teacher's attention, sometimes at the expense of more reticent pupils. A few teachers need additional support to develop this aspect of their teaching. Teaching assistants who work with pupils with specific behavioural difficulties are frequently very effective in helping them to behave better.

#### **Summary of teaching observed during the inspection in 53 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (2%)	9 (17%)	29 (55%)	13 (25%)	1 (2%)	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 curriculum provides pupils with a **good** range of learning opportunities, which are enriched by a **very good** range of extra-curricular activities. It provides **well** for pupils with special educational needs and takes account of pupils' additional needs in learning English. The accommodation and resources are **good**.

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

- Good improvements have been made to curriculum planning since the last inspection.
- Pupils are well prepared socially, emotionally and educationally for the next stage of their education.
- In some lessons there is too little adult support for lower-attaining pupils and those learning English.
- The provision for pupils' personal, social and health education is very good.

## Commentary

16. As part of its drive to raise standards, the school has successfully improved its curriculum planning since the time of the last inspection when provision for ICT did not meet statutory requirements and there was too little emphasis on developing pupils' investigative skills in science. Subject schemes of work also did not provide enough information about the progressive development of skills. Planning now meets statutory requirements to teach the National Curriculum and religious education. All subjects are allocated a proper amount of time and there is a good emphasis on the progressive development of skills, knowledge and understanding. As a result, standards have risen in subjects such as English, religious education, ICT, and science. The curriculum for ICT has been very successfully improved since the last inspection and skills are well taught in lessons in the suite. Good examples were seen of pupils using computers to support learning in other subjects of the curriculum and the school has appropriate plans to continue to extend this provision.
17. The school strives to present its pupils with an interesting curriculum and has already identified and implemented some good relevant links between subjects. Pupils with special educational needs and those learning English have full access to the curriculum and this enables them to progress at the same rate as their peers. Setting in English, mathematics throughout the school, and science in Year 6 generally helps ensure that the curriculum meets the needs of pupils at different stages of learning, and demonstrates the school's strong commitment to educational inclusion. Although teachers who take the lower sets work very hard in the interests of their pupils, and teaching assistants are effective, showing commitment in their work, there is not enough adult support in some of these lessons. This means that despite good teaching, pupils' learning in some of these lessons is only satisfactory. The school plans to increase the number of teaching assistants from the start of next term. The National Strategies for Literacy and Numeracy are well set up and have been adapted to meet the particular needs of the school's pupils. There are also a good number of catch-up programmes to help those pupils who are at risk of falling behind to catch up.
18. The very good programme for pupils' personal, social and health education includes advice on sex-and-relationships education and the dangers of drug and alcohol misuse. The daily acts of collective worship are thoughtfully planned and there is effective guidance to ensure that they meet statutory requirements. Pupils are well prepared for secondary school. There are good curricular links with the secondary school to which most pupils transfer. Transfer arrangements are well organised to help minimise disruptions to pupils' learning. Through its involvement with the Excellence Cluster, the school works on a variety of curricular projects with other schools. Curricular links with the infant school from which most pupils transfer have yet to be fully explored and exploited. A very good range of extra-curricular activities, trips, visitors and visits, including residential trips for pupils in Year 6, are used well to support the curriculum as well as extending pupils' social and cultural development.
19. Despite the high turnover of teaching staff in recent years, the headteacher and governors have paid good attention to the recruitment and retention of good teachers. As a result, there is a good match between the teaching staff and the needs of the curriculum. Accommodation is good. The indoor accommodation meets the needs of the curriculum, is well maintained, bright and attractive and provides a good place to work in. The outdoor accommodation is very good. Resources are good. Those for pupils learning English have significantly improved since the last inspection when weaknesses were identified.

## Care, guidance and support

The standard of welfare, care and support is **very good**. There is a very good level of trust and respect among pupils and between pupils and staff.

### Main strengths and weaknesses

- There are very good arrangements for child protection and health and safety.
- Arrangements for induction arrangements and secondary transfer are very good.
- Pupils know that their views and opinions are valued.

### Commentary

20. The school provides very good support, care and guidance and this is well matched to all pupils' individual needs. Staff know their pupils very well and this enables the school to provide an ethos within which everyone is encouraged to work hard and do their best. A measure of the school's success is the confident way that pupils with English as an additional language, and those with special educational needs, are included and are happy and valued members of the school community. The school has a very positive attitude towards all pupils and values the contribution they make to the life of the school. Induction arrangements when pupils first join the school are very good, enabling pupils to quickly settle in and start learning. The school regularly undertakes a thorough review of every pupil's academic and personal development which helps them to promptly identify who needs extra support and provide it. Pupils receive very good guidance and advice when transferring to secondary education.
21. The relationships and trust among pupils and between pupils and staff are very good. Pupils say they are confident that if they have a concern or need support, there is always someone who will listen and respond to their need. The Learning Mentor also makes a very good contribution in this regard as well as linking with parents and other external sources of support where necessary. The school embraces pupils' different faiths and cultures and ensures that they are encouraged to participate in the widest possible curriculum and educational experience. The very good programme for personal, social, health and citizenship education programme is sensitive to the diverse needs of pupils. Through the school forum, which includes two elected representatives from every class, pupil opinion is sought, considered and acted upon.
22. There is very good awareness of the needs of vulnerable pupils and the arrangements for child protection, health and safety are very good. The school goes out of its way to support pupils, including drawing on external advice and support where appropriate. Child protection is effective because those responsible are very experienced and well trained. Health and safety practice is rigorous, with risk assessments, incidents and consequent actions being meticulously recorded. There is good provision for first aid. The school is cleaned and maintained to a very high standard. The standards of care, welfare, guidance and support are now very good in every respect and this represents a significant improvement since the previous inspection.

## Partnership with parents, other schools and the community

The school works hard to ensure that it has a **good** partnership with parents. Parents express **very positive** views about the school and the quality of education and personal care that it provides. Community links and liaison with other schools are **good**.

### Main strengths and weaknesses

- The school communicates well with parents, involves them and makes them very welcome.
- Links with the community, other schools and colleges enhance the quality of education.

## Commentary

23. The school works hard to develop a good partnership with parents. Many opportunities are provided for them to participate in school activities and to gain a better understanding of the teaching and learning process. They receive good information about what their children will be expected to learn and the annual progress reports provide a good summary of pupils' progress. Parents' have positive views about the quality of education and the standards of care.
24. The school communicates very well with parents and is therefore able to elicit parents' views and concerns and respond to them. It successfully engages with parents who come from different ethnic backgrounds to ensure that they are more able to support and participate in their children's learning. The regular programme of meetings to inform parents about areas of the curriculum and other school issues are well attended. Many attend school assemblies when their children are participating. Parents of children who have special educational needs attend regular review meetings. The parent-teacher association provides good support for the school by organising social and fundraising events and becoming involved in specific projects such as refurbishing and improving the school library.
25. The school has good links with the wider community. For example, members of the community have assisted the school in a number of special projects such as helping to create the school allotments and a well-known football team have provided coaching for gifted and talented footballers.
26. The school has good links with other schools. As part of the Excellence Cluster, the school participates well in training and specific development initiatives. There are strong links with schools participating in the 'Healthy Schools' programme and with schools who join together to produce musical performances. The school's Indian Dance group has successfully performed in a number of local schools and there are well-established relationships with the receiving secondary schools. Links with Yeading Infant School have been extended, but there is potential to extend these further. In many areas the partnerships with parents, and the wider community and other schools, have improved since the last inspection.

## LEADERSHIP AND MANAGEMENT

The school is **well** led and managed. The headteacher provides **very good** leadership and she is well supported by the senior management team and governing body. The co-ordinators manage their subjects **well**. Governance is **good** and the governing body ensures that the school meets all statutory requirements. Effective management structures and procedures underpin the everyday work of the school.

### Main strengths and weaknesses

- The headteacher provides very good leadership and a very clear educational direction.
- Governors have a very good understanding of the strengths and weaknesses of the school and challenge it.
- Subjects are well led and managed.
- The headteacher, senior staff and governors have a strong commitment to inclusion and equality which is reflected in all aspects of school life.
- The deputy headteacher and senior management team provide effective support for the headteacher and carry out their management responsibilities well, but their role in strategic development is as yet underdeveloped.

## Commentary

27. The headteacher has very effectively established a happy and successful school where all members of staff are committed to working with parents to provide the very best for pupils' all-round achievement. As a result, academic standards are rising and there have been improvements in many areas of the school. The school has responded very well to the changing nature of its pupil intake. There is a very positive climate for learning. Parents are very appreciative of this and also speak very highly of the leadership of the headteacher.
28. The headteacher and governing body have paid particular attention to raising standards and to improving provision for pupils with special educational needs and for those learning English as an additional language. The headteacher has been particularly proactive in raising the profile of the school and introducing projects designed to encourage pupils to see themselves as good learners, and increase pupils' self-esteem, self-confidence and involvement in shaping the school. These projects, particularly the Hillingdon Healthy Schools initiative and a speaking and listening programme led by the local Excellence Cluster, have successfully met these aims, with pupils of all abilities confidently participating in all aspects of school life, speaking out in lessons and confidently, yet politely, conversing with adults and expressing their views.
29. The school is well managed. There are good procedures to ensure that the school runs smoothly on a daily basis, and for evaluating how well it is doing and planning for the future. The headteacher and governing body work well as a team in ensuring that the school meets all statutory requirements and that decisions are fully discussed before they are acted upon. The governors are well informed and have a wide range of expertise that is helpful to the school. They understand the school's strengths and weaknesses and have a good working knowledge of what goes on. A number of governors work in the school and others visit on a regular basis.
30. Staff who are new to the school are pleased with the support they have been given by the headteacher, their assigned mentors and the year-group leaders. Arrangements for professional development are very good and the school contributes very effectively to initial teacher training and accredited training for teaching assistants.
31. Members of staff with subject responsibilities and year-group leaders carry out their responsibilities well. This has led to good improvements in provision in subjects since the last inspection. This means that teachers plan effectively together in year groups and share resources efficiently, and there are clear systems for the monitoring of pupils' progress in each subject. The special educational needs co-ordinator leads and manages work in this area well. She has made good improvements to the provision since taking up this post and ensures very effective communication with parents and external agencies.
32. The newly-formed team for leading on Ethnic Minority Achievement and the provision for pupils learning English, includes the part-time advisory teacher who plays an integral role within the school identifying priorities and supporting pupils. The team approach to managing and developing this aspect is a good initiative, since extending this provision at all levels is a necessary current whole-school priority, given the school's changing intake and its responsibility to ensure that all groups of pupils achieve as well as each other. The recently-appointed co-ordinator has good skills in this area. Her position on the senior management team has the potential to ensure that pupils' needs are considered when key decisions about the school are being made. The headteacher has also created effective teams to carry out particular projects and initiatives, including a "Change Team" to address the issue of workforce reform and a "Maths Action Team" to focus on raising standards in mathematics.
33. Since her appointment in 2002, the headteacher has also appointed a new deputy headteacher and has formed a senior management team. Whilst the deputy headteacher and members of the senior management team have willingly taken on a range of management responsibilities which they perform well, their role in strategic development and setting priorities is not yet as strong as their role in school management. The school has clear procedures for evaluating its success and operates them well. The headteacher's analysis of pupils' performance,



including that in national and optional tests, is very detailed and provides a clear picture of standards and improvement for staff and governors.

34. School finances are managed well. The headteacher, chair of governors and chair of the finance committee meet regularly to ensure that spending is properly planned and that the principles of best value are carried out. The school currently has a large balance of money carried forward, but much of this has been earmarked to pay for completing the building extension, upgrades and refurbishments that were delayed from the last financial year. The school's administrative assistants perform their tasks in a very efficient and effective manner, which makes a good contribution to ensuring that the school runs smoothly.

### **Financial information for the year**

#### ***Financial information for the year April 2003 to March 2004***

Income and expenditure (£)	
Total income	1,209,563
Total expenditure	1,207,668
Expenditure per pupil	2,695

Balances (£)	
Balance from previous year	101,605
Balance carried forward to the next year	103,500

## **PART C: THE QUALITY OF EDUCATION IN SUBJECTS**

### **SUBJECTS IN KEY STAGE 2**

#### **ENGLISH**

Provision for English is **good**.

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

- Pupils entering the school with little or no knowledge of English initially make very good progress, but once they have acquired the basic skills, there is not enough support to help them continue to progress at the same rate.
- Teaching is good: teachers have good subject knowledge and work is well differentiated to meet individual pupils' needs.
- Pupils' attitudes and behaviour are good.
- Teaching assistants and support teachers provide good support for learning.
- Most teachers' marking provides useful feedback for pupils on how they can improve, but this is not consistent across all classes.

#### **Commentary**

35. The school has maintained the average standards found at the time of the previous inspection, despite the lower attainment of many pupils on entry to school. Pupils in Year 6 are working at levels in line with those found nationally and this is a similar picture to test results in 2003.
36. Pupils' skills in both speaking and listening are developed well throughout the school. Pupils in Year 3 are confident speakers who listen carefully to the views of others. Older pupils speak well and are able to put forward their own point of view. In a Year 6 lesson, when pupils were asked to reflect on the feelings and emotions conveyed in a passage from "The Diary of Anne Frank", most were able to do so with great sensitivity and insight, sharing their thoughts and opinions in a confident, unselfconscious manner. The school is actively participating in a speaking and listening project led by the local Excellence Cluster and this is having a positive impact on improving standards of speaking and listening throughout the school. Pupils learning English as an additional language make very good progress in acquiring spoken English. There is, however, not always enough support in lessons to fully extend pupils' knowledge and comprehension of English once they have acquired the basic skills.
37. Pupils' achievement in reading is good, with overall standards being slightly above average by the age of eleven. Teachers provide pupils with a wide range of opportunities to read to themselves and to read aloud in lessons. Pupils enjoy reading and many say they frequently read to parents or siblings at home and use the local library on a regular basis. Pupils in Year 6 read fluently with very good expression, bringing the passage to life. They can discuss reading preferences and authors and talk with enthusiasm about books they have read. The school has recently refurbished the library and now offers a good range of fiction and non-fiction books in English as well as dual-language texts. A library club, run by a bilingual teaching assistant, is held during lunchtimes. This is well attended and has a positive impact on pupils' achievement in reading.
38. Pupils' skills in writing are developing well throughout the school. Work in pupils' books shows that they are working at expected levels and making good progress. Pupils have many opportunities for writing and the school places a strong emphasis on teaching the correct spelling, grammar and punctuation. The school is beginning to make some effective cross-curricular links with other subjects as for example, in Year 3 last term when history was taught through literacy. There is no discernible handwriting style taught across the school but work in pupils' books is generally neat and legible. Good use is made of whiteboards and marker pens

during lessons, with pupils drafting their ideas quickly and efficiently on the boards before recording more tidily in their literacy books. Whiteboards were used particularly well in a Year 4 lesson on “radio adverts” where pupils worked collaboratively in pairs to create a catchy radio advert for “Funky Fruit Bars” which they then presented to the whole class, along with sound effects.

39. The overall quality of teaching and learning is good and, in some lessons seen during the inspection, it was very good. This, together with pupils’ keen desire to learn, results in good achievement for all pupils including those with special educational needs and those learning English. Strengths in teaching include very good relationships, teachers’ good subject knowledge, work well matched to individual pupils’ needs, clear objectives shared with pupils and a variety of different tasks for pupils to undertake during lessons. The recent introduction of interactive whiteboards into classrooms has effectively increased and improved the range and variety of ways in which teachers can present English lessons to pupils. In lessons judged to be satisfactory, pupils were required to sit and listen to teachers’ explanations and instructions for too long, which resulted in some pupils losing concentration and becoming restless for part of the lesson. Assessment opportunities are used well to analyse and track pupil performance. Pupils have individual targets which are regularly referred to in marking. This provides pupils with a clear indication of how well they are progressing. Pupils’ work is marked diligently and most teachers’ comments provide helpful feedback to pupils on what they did well and what they need to do to improve. However, this is not consistent in every class, with some teachers’ comments simply stating “good”, for example.
40. Teachers are well aware of the needs of pupils with special educational needs and those at the early stages of learning English. Provision for these pupils is reflected in teachers’ planning. Good use is made of teaching assistants who are frequently present in English lessons, and they make a significant contribution to supporting pupils’ learning and ensuring they make good progress.
41. The leadership and management of English are good. There have been some significant developments in English over the past year that are being effectively maintained by the acting subject leader, whilst the substantive postholder is on maternity leave. The range of curricular activities and resources, particularly for pupils learning English as an additional language, have been significantly improved since the last inspection.

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

42. Pupils’ language and literacy skills are developed well across the curriculum. Pupils listen, read and write as part of their work across most subjects. Teachers take opportunities to remind pupils to apply their literacy skills correctly when recording their work, particularly in subjects such as history, geography, religious education and science.

### **MATHEMATICS**

Provision for mathematics is **good**.

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

- Pupils’ mental mathematics skills are good.
- There is a strong focus on developing pupils’ numeracy skills, and an increased emphasis on using and applying mathematics.
- Pupils achieve well as a result of the good teaching.
- In some lessons, there is not enough adult support for pupils in lower ability sets.
- Teachers’ marking is well used to show pupils how to improve.
- The subject is well led and managed.

## Commentary

43. Inspection evidence shows that standards attained by pupils currently in Year 6 are in line with those expected. This is significantly better than pupils' attainments in the tests in 2003 when only 54 per cent of pupils reached the expected Level 4 and 19 per cent attained the higher Level 5. Standards last year were depressed by the large number of pupils still learning English, and an above average number of pupils with special educational needs. These pupils sometimes find it hard to understand written problems or to give reasons for their answers. Other factors to be taken into account are disruptions to learning caused by the high level of staff changes in the past, and the very significant number of pupils who join the school other than the usual time. Throughout the school, a significant number of pupils achieve standards in basic number skills above those expected because of the strong and appropriate focus on this aspect of the subject. Although girls have been doing less well than boys in national tests, there are no significant differences in the attainment of boys and girls currently in Year 6, or in any other year group. Pupils throughout the school achieve well in mathematics.
44. The school has carried out a thorough analysis of test results and, in consequence, there is now an increased emphasis on developing the skills required to devise and use strategies for problem-solving within mathematics and in practical circumstances. Pupils now benefit from the improved school leadership and a more stable staffing situation. There is a strong commitment to raising standards and the school is on line to reach its target of 70 per cent of pupils reaching the expected standard in the 2004 national tests. Special classes, such as the Easter School and the Breakfast Club, are held to help pupils who struggle to reach the expected standard and these are effective in raising standards. Setting arrangements, although effective for pupils of average and above average abilities, are not always as effective for pupils of below average prior attainment. Although teachers work hard to teach these groups, and teaching assistants give effective help to pupils with special educational needs, there is not always sufficient adult support to help ensure that all these pupils achieve as well as they can in lessons.
45. The quality of teaching and learning in mathematics is good overall, a significant improvement since the last inspection. Lessons are well planned and structured so that a good pace to learning is maintained. In the best lessons, all pupils benefit from a high proportion of direct teaching at all stages of the lesson. They benefit from regular mental mathematics sessions at the beginning of lessons, and they generally make good progress in lessons. Teachers use a good range of resources such as whiteboards, number cards and counting sticks to allow all pupils to offer answers, checking each answer quickly. In the most successful lessons, teachers ensure that all pupils are fully involved during whole-class sessions. In a small number of lessons, pupils are not given enough time to consider their answers and only those who volunteer are asked to provide answers. When teaching is good or better, teachers use carefully targeted questions to challenge all pupils, encouraging those who are reticent to play a full part.
46. Work in pupils' books and in lessons shows that data handling and shape, space and measure are regularly taught. For example, during the inspection, pupils in Year 4 were successfully using protractors to measure angles, identifying those that were acute, obtuse and reflex. Completed work shows that pupils in Year 6, pupils have been taught to use formulae to calculate perimeter and area. Work on data-handling shows that average and above average pupils understand and use the probability scale 0 to 1 and that they construct and interpret graphs and diagrams, including pie charts.
47. Teachers use assessment well to plan work for different groups of pupils. Marking is effective, indicating to pupils how they can improve. Individual targets are set to tell pupils what they need to do to improve. A regular pattern of monitoring is being established to identify areas of weakness and to identify and share good practice. The mathematics team, led by the enthusiastic co-ordinator, and represented by teachers from each year group, was been set up

to raise standards and to monitor the effectiveness of provision. This is proving effective in raising standards and in adapting provision to meet pupils' needs more effectively.

### **Mathematics across the curriculum**

48. Mathematics is well represented in displays round the school, and completed work shows good opportunities for pupils to apply their measuring and data-handling skills in science, design and technology and geography. Recent improvements in ICT allow pupils to use computers to refine and employ their knowledge of data-handling to produce a range of graphs.

### **SCIENCE**

Provision in science is **good**.

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

- Science provision has improved considerably since the last inspection, due to the good leadership and management of the subject.
- Pupils have very good attitudes to learning.
- Pupils achieve well.
- Teaching and learning are good.
- In some lessons, more adult support is needed.
- There are good links between science and some other subjects.

#### **Commentary**

49. The co-ordinator has worked successfully since the last inspection to develop science provision and this has been effective in raising standards and ensuring that pupils of all prior attainment levels achieve well. In the current Year 6 classes, pupils attain standards that meet national expectations and, for about a third of pupils, their attainment exceeds national expectations. Test results last year were not as good as standards in the current Year 6 classes, because the cohort of pupils last year was weaker. Furthermore, discussions with pupils indicates that factors such as pupils' additional needs in learning English probably affect their ability to demonstrate what they know and have learned. Some pupils clearly do know more than their written work might suggest, even if sometimes they struggle with the vocabulary they need to explain scientific processes.
50. Pupils throughout the school achieve well as a result of the good teaching and their own very good attitudes to learning. What makes teaching and learning good is that all aspects of the subject are well planned and there is a good balance between different areas of study. Teachers emphasise the need for pupils to learn, use and understand the correct scientific vocabulary. They promote the development of scientific enquiry well through regular practical activities and investigations, which is a significant improvement since the last inspection. Pupils learn to plan and carry out scientific investigations independently, to explain what they are doing and why, drawing conclusions from their findings. Interesting activities and group tasks help pupils to learn well from each other, as well as to develop the skills of co-operation and collaboration. This makes a good contribution to pupils' personal development. Pupils with special educational needs and those pupils still learning English are soundly supported in lessons by class teachers, other pupils and occasionally teaching assistants. However, in some lessons there is not enough extra adult support to help pupils attain even better standards.
51. Throughout the school, pupils are encouraged and taught to record their findings in a variety of ways and to apply skills learned in subjects such as English, mathematics and design technology to their science work. This promotes pupils' mathematical and writing skills well, and makes learning more meaningful. There is potential to extend the use of use of ICT to

support work in science, but the very good use of the new whiteboards is already having a positive impact on pupils' learning.

52. The co-ordinator has been in post for four years, during which time he has made very good improvements to provision. As a result, the curriculum, teaching and learning, and pupil progress are all significantly better now than at the time of the last inspection.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision for information and communication technology is **good**.

### **Main strengths and weaknesses**

- The good leadership and management have led to the provision being much improved.
- Teachers use interactive whiteboards are well to improve the quality of teaching and learning across subjects.
- Teaching and learning are good.
- ICT is used well to support pupils' learning in other subjects.
- The computer suite is of good quality but the room is crowded with furniture and the seating is inadequate.

### **Commentary**

53. There is a good range of work on display that shows that pupils have experience of all aspects of the National Curriculum and by the end of Year 6, pupils' attainment in ICT meets the standards expected nationally. This represents very good progress since the last inspection when standards were well below those expected and pupil progress was unsatisfactory. Good teaching ensures pupils make good progress and achieve well. Boys and girls participate in lessons with equal interest. Pupils with English as an additional language or with special educational needs participate fully in lessons and achieve as well as their peers.
54. Resources for ICT and teacher expertise have improved considerably since the last inspection. The computer suite is well equipped with enough modern computers to teach whole classes and teachers have the confidence to teach the subject well. These factors have led to better standards of pupils' work. ICT skills are taught progressively and planning is based on national guidance. The management of the school has ensured that each year group has a teacher with a particularly good knowledge of ICT for other teachers to call on when needed. This sharing of knowledge is particularly effective.
55. Teaching and learning are good. In lessons seen, teachers used their knowledge well to give pupils clear explanations and demonstrations. They use questioning effectively to check pupils' learning, as was seen in Year 5, when pupils "became detectives" and used a database. Pupils show considerable interest in ICT and this helps to raise standards. Occasionally, in lessons pupils work too noisily, which slows down their learning. Teachers keep a close check on pupils' progress.
56. Pupils are justifiably proud of their work. This was evident when taking to pupils, as for example pupils in Year 6 who are currently preparing presentations about Yeading Junior School that combines pupils' own writing and pictures from various sources. The subject leaders have a good level of personal knowledge of ICT and the subject is well managed. Their plans for the future are clearly outlined.

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

57. ICT is used well to support learning across subjects. Pupils learn to use ICT for word-processing, to draw pictures, control on-screen symbols, find information on the Internet, send e-mails, handle data and make multi-media presentations that combine pictures and sound.

Teachers are using the interactive whiteboards that have very recently been installed in classrooms well across subjects. They use these, for example, to show writing tasks in English, diagrams in science or calculations in mathematics. Pupils' understanding in many subjects is improved through teachers' use of this technology and pupils themselves are learning to use them.

## HUMANITIES

Religious education was inspected in full. Work in geography and history was sampled. Few history and geography lessons were seen so judgements are based on looking at pupils' work, discussions with pupils and with the co-ordinator.

### Religious education

Provision for religious education is **good**.

### Main strengths and weaknesses

- Standards are good, which is a significant improvement since the last inspection.
- Teachers make very good use of pupils' knowledge of their own faiths so that they learn well from each other.
- Pupils' good behaviour and attitudes in lessons reflect the respect they have for others' beliefs and traditions.
- The subject makes a strong contribution to pupils' speaking and listening skills as well as to their spiritual, moral, social and cultural development.

### Commentary

58. Standards of attainment are above the expectations of the locally-agreed syllabus at the end of Year 6, which is a very significant improvement since the last inspection. The co-ordinator ensures that teaching is guided by the scheme of work, which is closely linked to the agreed syllabus. The overall quality of teaching and learning seen was good. Lessons are well prepared and researched by teachers to include meaningful discussion and interesting tasks. Pupils with special educational needs and those at the early stages of learning English are well supported to play a full part in lessons. A special feature in lessons is how well teachers use pupils' own knowledge of their religions for the benefit of all. Pupils behave well in lessons and listen to each other with interest and respect.
59. As a result of teachers' understanding of the importance of teaching pupils *through* religion as well as *about* religion, pupils link religious teaching with everyday life. They know that special books such as the Bible, the Qu'ran and the Guru Granth Sahib sets rules for living. Pupils are taught that different religions share some common features, such as caring for each other and the importance of festivals such as Christmas, Easter, Eid, Ramadan and Diwali. Most pupils have a good understanding of the nature of religious belief and can describe the importance of prayer in their lives. Good examples of writing were seen in pupils' books. The school is planning to make increased use of visits to different places of worship to further stimulate pupils' interest in the subject.
60. The co-ordinator leads and manages the subject well. She has a secure understanding of the subject and offers good advice to teachers. She keeps a watchful eye on teachers' planning and pupils' work to ensure coverage. Well-organised artefacts and books are effectively used to support teaching and learning. Assemblies are well used to support the religious education curriculum and pupils' moral development.

## Geography

61. In the one **geography** lesson seen during the inspection, teaching was good which resulted in pupils achieving well. Levels of pupil work seen in this lesson, along with work displayed around the school, indicate that standards are in line with those expected nationally in the subject. There is evidence of sound cross-curricular links with literacy and mathematics, with pupils using these skills to record their work in geography. For instance, in a Year 5 class, pupils have used their mathematical knowledge of graphs to record rainfall patterns. The subject leader has effectively addressed the issue of overuse of worksheets identified at the time of the last inspection and has identified the need to develop map work in geography. The subject is well organised and effectively led and managed.

## History

62. Standards seen are in line with those expected and pupils achieve well. Pupils in Year 6, for example, successfully compare the quality of life in Victorian times for rich and poor people. They explore the idea of social classes and understand cause and effect. Weaknesses identified at the last inspection relating to pupils having too few opportunities to research information and their weak skills in chronology have been addressed. Pupils now learn about each historical topic in time order, moving from periods long ago in Year 3 towards the twentieth century in Year 6, and teachers have received effective training in how to develop pupils' investigative skills. History makes a good contribution to developing pupils' literacy skills through regular extended writing and teachers' good emphasis on class discussions which helps all pupils to develop their skills in speaking and listening. There is an adequate stock of books and artefacts and the school makes good use of them. Teachers use a good system to assess pupils' progress to see how successfully they have understood each unit of work.
63. The co-ordinator organises the subject well. A good programme of visits enables pupils to broaden their knowledge of historical periods. A good example of this was seen in a lesson that followed a visit to Hampton Court; when pupils wrote about a day in the life of someone who lived there in the past, they recalled many key historical facts. Teachers use ICT well to support history teaching and learning. For example, in Year 5, when pupils were studying the Ancient Greeks, the teacher used an interactive whiteboard successfully to record key points and key words. Pupils in all year groups use the Internet successfully to research topics.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Physical education was inspected in full. Art and design, design and technology and music were sampled. Judgements about art and design are based on pupils' work on display and in portfolios and one lesson observation. Three design technology lessons were seen, as well as work on display and in portfolios. In music, one lesson was seen. Discussions were held with pupils and the co-ordinator for each subject.

### Physical education

Provision for physical education is **good**.

### Main strengths and weaknesses

- The number and range of extra-curricular activities is very good and there are good sporting links with other schools.
- The accommodation is very good.
- The subject is well led and managed.



## **Commentary**

64. At the end of Year 6, pupils' attainment meets national expectations and as such, standards have been maintained since the last inspection. Pupils in Year 4 can follow the discipline of the triple jump in athletics. They hop, step and jump in the correct sequence. About half of pupils in Year 5 can swim 25 metres. A group of Year 6 pupils were seen performing very well in a demonstration of Indian dance, and in assembly, pupils from Year 4 performed a collaborative dance to a high standard. Pupils' movements were well co-ordinated and they clearly enjoyed performing and were proud to do so.
65. The good teaching ensures that pupils achieve well. Boys and girls participate in lessons with equal interest and pupils learning English or with special educational needs are fully included in lessons and achieve as well as their peers. Teachers stop lessons at different points so that pupils can watch good examples of work and learn from them, and pupils then go on to make faster progress as a result. Very good teaching and learning was seen in a lesson in Year 3. The teacher explained new skills very well, for example that to hit a ball successfully, the player needs to stand side-on. She then demonstrated this well. Teachers encouraged pupils to focus on what they were trying to do. Pupils learned that if they hit a rounders ball into a space, then they have more time to run round the bases and score a rounder.
66. Facilities are very good. The hall is large enough for most activities and there is a large field. The main playground has a good surface and useful markings, such as a straight running track. There is a good range of adventure play equipment that helps pupils gain in confidence and improve their sense of balance. A very good range of extra-curricular activities develops pupils' skills further. Clubs for football, gymnastics, netball, dance and cricket are well attended. The school aims to encourage all pupils to keep fit by enjoying activities and is part of the 'Healthy Hillingdon' initiative.
67. The subject is well led and managed which has led to improvements in provision. The co-ordinator has successfully increased the range of extra-curricular activities. She has formed effective links with the local group of schools and various shared events are held each year, such as swimming galas. The school also has a good link with a nearby secondary school, which facilitates the sharing of ideas and expertise.

## **Art and design**

68. It is evident from pupils' work, displays around the school and discussions with the subject leader that work planned in art and design is varied and interesting. This is a similar picture to that at the time of the last inspection. Displays around the school and portfolios of pupils' work indicate that pupils in all year groups have opportunities to paint, draw and make models. In the one art lesson seen during the inspection, pupils made three-dimensional masks linked to their history topic. Teaching was very good and pupils achieved very well. Pupils' attainments in art are in line with national expectations and there is sound curriculum coverage. The subject is effectively led and managed.

## **Design and technology**

69. Samples of work and that displayed indicates that standards are at least in line with those expected. Some good quality work was seen, for example the galleon ships made by pupils in Year 3, the slippers made by pupils in Year 6 and the designs and plans for making minibeasts in Year 4. The scheme of work ensures that National Curriculum requirements are met, and that work in design and technology is well linked to pupils' learning in other subjects. There are particularly good links with pupils' work in science, as, for example, in Year 4 where pupils as part of their science work were learning about minibeasts and in design technology they made models. In lessons in Year 6, pupils incorporated design and technology skills into their science work when they devised a burglar alarm suitable for a particular house design. Three design technology lessons were seen during inspection. Evidence from these, and from the

quality of pupils' past work, indicates good teaching and learning. The basic skills of designing, planning, making and evaluating are taught very well. Pupils really enjoy lessons and work hard. Their finished work shows they take great pride in it. In lessons seen in Year 4, pupils' attitudes were very good, pupils maintained very high levels of interest throughout and had lots of good ideas, which they were happy to share with one another. The subject is well led and managed and the co-ordinator has good ideas for extending the provision.

## **Music**

70. The school employs a specialist teacher for music, and pupils and class teachers benefit from his specialist knowledge and input at certain times of the year. Teachers also take their own pupils for music although none of this teaching was observed during the inspection. There is too little evidence to make judgements on standards, teaching and learning. Planning shows that all strands of the curriculum are taught during the year. Extra-curricular opportunities such as instrumental tuition and preparing for music festivals and public performances enrich the curriculum and support pupils' spiritual, social and cultural development well. Pupils explore and express their own feelings about music through extra-curricular dance, expressive language and musical vocabulary. Good use is made of ICT, as seen in a Year 3 lesson where pupils were using the 'Dance E-Jay' program to investigate how musical phrases can be organised and re-organised.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

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

### **Main strengths and weaknesses**

- The co-ordinator and other staff have received good training.
- The subject is well taught.
- Good links with outside agencies provide well for sex education and drugs awareness.
- Trusting warm relationships between all adults and pupils result in a pleasant place to learn.

### **Commentary**

71. There is a very good policy in place for personal and social education, which is well understood by all staff. The quality of teaching in this area of learning is good and pupils achieve well during their time in the school. The school is committed to the wellbeing of its pupils through physical education, exercise and healthy living. The strong commitment to the Healthy Schools' Initiative successfully promotes pupils' self-esteem as well as their physical and emotional health and well-being. The school ensures that pupils are made aware of the dangers of the misuse of drugs, alcohol and tobacco. The intensive sex-and-relationships education programme helps pupils face the changes of puberty as they begin to develop into young adults, and to transfer to secondary school with support and encouragement from their primary school.
72. The very effective use of outside agencies, such as the police and fire service, ensures that pupils are given accurate information in preparation for adult life. Personal and social education is also implicit in most class lessons. Teachers encourage pupils to express their views, to listen to others and to take responsibility. Raising pupils' self-esteem through projects such as Playground Friends, the Allotment Project and the Pyramid Club is a key priority. The school's Learning Mentor plays a major role in raising the self-esteem of more vulnerable pupils. The school council has introduced pupils to the concept of democracy, and they feel they have a voice in managing the school. As a result of all these initiatives, their understanding of citizenship, social justice and moral obligation is good. Pupils are made clear about the procedures to take if they have problems. They can, for example, use the 'worry box', friendship bench, or contact one of the friendship monitors, who help to sort out problems or disputes.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3

<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	3

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

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

<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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