

# INSPECTION REPORT

## **HERMITAGE PRIMARY SCHOOL**

Uxbridge

LEA area: Hillingdon

Unique reference number: 102405

Acting Headteacher: Beryl Hammond

Lead inspector: Michael J Cahill

Dates of inspection: 17 – 20 May 2004

Inspection number: 260398

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Primary  
School category: Community  
Age range of pupils: 3 - 11  
Gender of pupils: Mixed  
Number on roll: 246

School address: Belmont Road  
Uxbridge  
Middlesex  
Postcode: UB8 1RB

Telephone number: 01895 234871  
Fax number: 01895 258711

Appropriate authority: Governing body  
Name of chair of governors: Pam Ash

Date of previous inspection: 19 October 1998

## CHARACTERISTICS OF THE SCHOOL

The school is situated on the edge of Uxbridge and serves an area which includes well-established private and rented housing. It is of average size, with 215 full-time pupils organised into seven classes. A further 31 pupils attend a Nursery class part-time. The school is over-subscribed. Nearly three-quarters of pupils are from white British families. More than a quarter of pupils come from a wide range of minority ethnic backgrounds including Indian, Bangladeshi and black African. Attainment on entry varies from year to year in terms of the proportions of higher attaining children and those with special educational needs; overall it is average. The proportion of pupils with special educational needs is close to the national average; the proportion with a statement of special educational need is above average. As well as a range of learning difficulties, the special educational needs in the school include social, emotional and behavioural, speech and communication, hearing impairment needs. The school gained a School Achievement Award in 2002. The school has been without a substantive headteacher since September 2003. The deputy headteacher is currently the acting headteacher. Over the past two years, the turnover of teachers has been very high.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19623	Michael Cahill	Lead inspector	English as an additional language Mathematics Information and communication technology Design and technology Physical education
9619	Bob Miller	Lay inspector	
8845	Hazel Sumner	Team inspector	Foundation Stage Science Art and design Music
32332	Debbie Willis	Team inspector	Special educational needs English Geography History Religious education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a very effective school that provides very good value for money.** Leadership and management are good overall, with the acting headteacher providing very good leadership focused on maintaining a happy and purposeful working atmosphere in which all are welcomed and valued. Teaching is very good and pupils achieve very well in attaining standards that are well above average.

The school's main strengths and weaknesses are:

- The Foundation Stage provides children with a very good start to their school-based education, stimulating a desire to learn and developing basic skills well.
- The acting headteacher's leadership is very well focused on improving pupils' achievement and she has built a strong sense of teamwork based on consultation and very good communication.
- Pupils do very well in national tests in Year 2 and Year 6, their achievement in relation to their different starting points is good.
- The curriculum meets pupils' needs well and is very well enriched by visits, visitors and opportunities for taking part in sport and the arts but pupils' information and communication technology skills are not used enough to enhance their learning in other subjects.
- There is a very good level of care, support and guidance and very good partnerships with parents, the community and other schools and colleges that help all pupils to have access to a high quality of education.

Overall improvement since the last inspection has been good; the school has dealt very well with issues about longer term planning and evaluation, use of assessment and making sure that the needs of higher attaining pupils are met. Changes in personnel mean that not enough progress has been made in the development of monitoring by subject coordinators.

### STANDARDS ACHIEVED

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

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

For the last four years national test results for pupils in Year 2 have been consistently well above average in reading and mathematics; in writing they have improved to that level. The overall upward trend in the Year 6 results is much better than the national trend. The Year 6 results in 2003 were in the top five per cent of schools nationally and very much better than those of similar schools. The school comfortably exceeded its targets for Year 6 in English and mathematics. Current standards are mostly average in Year 2, but improving; standards in reading and music are above average. Current standards are well above average in Year 6 in English and mathematics and above average in science, art and design, information and communication technology, music and physical education. In religious education, pupils' attainment throughout the school is in line with the expectations of the locally agreed syllabus.

**Achievement is very good overall** though there are variations between age groups. Children make a very good start in the Nursery and Reception classes, achieving well across the areas of learning so that they are very well prepared to enter Year 1. Because of staffing difficulties beyond the

school's control, pupils now in Year 2 have had a number of different teachers during the course of the year and their achievement has been satisfactory. Pupils now in Year 6 have built well on their achievements in Year 2 and their achievement is good.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are promoted well.** Pupils develop very good attitudes to school and learning, behave very well and form very good relationships with each other and with the adults in the school community; pupils' attendance is good and their punctuality is very good. The school is a pleasant and harmonious setting for learning.

## **QUALITY OF EDUCATION**

**The school provides a very good quality of education for all its pupils.** The quality of teaching and learning is very good. Provision for children in the Foundation Stage is very good and has improved since the last inspection; teaching and learning in this age group are of high quality and the planning of their curriculum is excellent. There is much very good teaching throughout the school, securely based on very good planning and teamwork between teachers and teaching assistants that makes sure that the needs of all pupils are catered for. Pupils know what is expected of them and are encouraged to do their best and so they learn well, working hard on their own or with other pupils; they become active and successful young learners. The curriculum includes good provision for pupils' personal, social and health education, very good provision for pupils with special educational needs and very good enrichment through the programme of visits, visitors and extra-curricular activities. However, there are not enough planned opportunities for pupils to use their developing information and communication technology skills to enhance learning in other subjects. Pupils, including those with particular gifts and talents, benefit from the high level of support, care and guidance that the school provides. The school maintains very good partnerships with parents, other schools and colleges and the local community, that benefit pupils.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good.** The acting headteacher provides leadership that is very sensitive and very effectively focused on helping all pupils to become keen, confident and successful learners. Other members of the senior management team provide very good support and the school runs smoothly despite the considerable changes of staff over the last year. The governing body is well led and organised; it provides good support and challenge and makes sure that all statutory requirements are met.

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

Parents are very satisfied with the work of the school and what it provides. They appreciate its approachability and that they are well informed and consulted about how the school can improve further. Pupils report that teachers always take time to listen to them and that they can always have their say; they are extremely satisfied with their school.

## **IMPROVEMENTS NEEDED**

The most important thing the school should do to improve is:

- extend the use of information and communication technology to support learning and raise achievement in other subjects.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Achievement in the Foundation Stage is good. Most of the children in the Reception class are on track to attain the national goals for early learning by the time that they enter Year 1, some will exceed them. Pupils now in Year 2 have had a disrupted year because of staffing difficulties. Their achievement has been satisfactory rather than good. The achievement of pupils in Year 6 has been very good in relation to their attainment on entry and current standards in Year 6 are well above average. National test results over the last three years have been consistently in the top five per cent of schools nationally.

#### Main strengths and weaknesses

- Pupils are making good gains in their skills, knowledge, and understanding because their teaching is often very good.
- In the 2003 national tests, results at Year 2 were well above average and at Year 6 were very high overall.
- The upward trend in test results in Year 6 has been better than the national trend.

#### Commentary

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

Standards in:	School results	National results
reading	17.0 (17.1)	15.7 (15.8)
writing	16.9 (14.9)	14.6 (14.4)
mathematics	17.5 (18.1)	16.3 (16.5)

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

1. Over the past four years the results of the national tests in Year 2 have always been well above average in reading and mathematics. In writing, they have improved from above average to well above average. The overall upward trend of results of tests taken in Year 6 has been appreciably better than the national trend, especially in mathematics. In each of the last three years results in each of English, mathematics and science have been very high, in the top five per cent of schools nationally. Results are also very high when compared with those of other schools. There are variations from year to year in the relative performance of boys and girls but, on average, there are no significant differences in the performance of any group of pupils, including those from minority ethnic backgrounds.

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

Standards in:	School results	National results
English	30.9 (31.5)	26.8 (27.0)
Mathematics	31.1 (30.4)	26.8 (26.7)
Science	31.1 (31.9)	28.6 (28.3)

*There were 32 pupils in the year group. Figures in brackets are for the previous year*

2. The school clearly exceeded the targets agreed with the local education authority for the proportions of pupils achieving Level 4 and Level 5 in both English and mathematics. Targets



for this year are similar in terms of the proportion of pupils expected to attain Level 5. The pupils are on track for well above average results in 2004 and their overall achievement has been good during their time in Years 3 to 6.

3. Attainment on entry to the Nursery is broadly average with considerable variations from year to year but with a good core of children with good social skills and readiness to benefit from the very good provision in the Foundation Stage. By the time that they enter Year 1 most children will have met the early learning goals and some will have exceeded them in more than one area; achievement is good.
4. The attainment of pupils currently in Year 2 is above average in reading and average in writing, mathematics and science. In music, the Year 2 pupils' attainment is above average while in art and design, geography, history and religious education it is average. For reasons beyond its control the school was unable to avoid teacher changes at least once every term for this class and as a result pupils have built to a satisfactory rather than good extent on their attainment in Year 1.
5. Pupils now in Year 6 display attainment that is well above average in English and mathematics and above average in science. Most Year 6 pupils are confident and competent information and communication technology users and standards in this subject are above average. Standards in the other subjects inspected fully in Year 6 are above average in art and design, music and physical education, and average in geography, history and religious education. No overall judgements are made about standards in design and technology although some work of above average quality was seen. In all subjects, it is clear that pupils make good gains in their skills, knowledge and understanding over time.
6. Pupils with special educational needs achieve well as a result of the very good and well focused support provided by the school. Skilled teaching assistants work with small groups and lift the achievement of these pupils, so that by the ends of Years 2 and 6 the vast majority attain the nationally expected level. The school has identified gifted and talented pupils. The more able pupils in Years 3 to 6 achieve the higher levels they are capable of because their work is sufficiently challenging and the provision for them is effective. Pupils who are learning English as an additional language achieve well in this respect and in their learning in other subjects.

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

Pupils' attitudes, behaviour and personal development are very good. Pupils' spiritual, moral, social, and cultural development is good. Attendance is good and punctuality is very good.

### **Main strengths and weaknesses**

- Pupils' relationships with each other are very good and they show respect for others feelings, values and beliefs; this is reflected in the very good behaviour in lessons and around the school.
- Pupils show great interest in all school activities that are provided for them and welcome the opportunities to be enterprising and show responsibility.
- The school sets high expectations for pupils' conduct and good relationships, including racial harmony. This enables pupils to distinguish right from wrong.
- The school stimulates in pupils a desire to learn and this promotes pupils' self-esteem and confidence very well.

### **Commentary**

7. The rate of attendance is above that of similar schools nationally and has remained so since the last inspection. Pupils enjoy coming to school and develop very good relationships with others in their classes. Pupils of all ages show very good attitudes to their work and their life in

school. This is a continuous improvement since the last inspection and is reflected in their very good punctuality, enjoyment of lessons and their participation in extra-curricular activities, particularly sport and music. Pupils say lessons are fun and interesting and that teaching is good. Most pupils are well motivated and can concentrate for suitable periods of time.

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

Authorised absence		Unauthorised absence	
School data	4.2	School data	0.3
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.*

8. Pupils are very well behaved and cooperative in lessons. They listen to adults and follow instructions carefully because staff set high expectations for their conduct and work to achieve them. This results in pupils gaining confidence and developing high self-esteem. Incidents of bullying and racism are rare and where they do occur, the school is quick to deal with them effectively. There have been no exclusions. Pupils with special educational needs are generally keen learners and behave well in lessons. At times a few pupils with emotional and behavioural needs display challenging behaviour but they are very well supported and managed sensitively and effectively.
  
9. Pupils show great respect for the feelings and values of others. "Friendship" was a main theme in the assemblies observed during inspection week. Pupils expressed their views and reflected upon ways to improve friendship throughout the school. Spiritual development is good. Older pupils relish the opportunity to look after those younger than themselves and pupils from all ethnic backgrounds work and play together very well. Pupils' cultural development is good. It is a racially harmonious school community and pupils' social development is very good. Pupils know right from wrong and this is continually reinforced during assemblies and through a good personal, citizenship, social and health programme. Moral development is very good. The personal, social and emotional development of children in the Foundation Stage is very good and this makes a valuable contribution to their achievement.

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The school provides a very good quality education for all its pupils.

**Teaching and learning**

The overall quality of teaching and learning is very good. Assessment procedures are good overall. The teaching has improved considerably since the previous inspection and is better than is found in the majority of schools.

**Main strengths and weaknesses**

- Lesson planning is very good and includes very clear learning objectives that are shared with the pupils; this promotes very good learning.
- Most lessons are very well focused and paced with tasks set that provide a good degree of challenge for all.
- The teamwork between teachers and teaching assistants is very good and ensures that all pupils are fully included in lessons and achieve well.
- Teachers keep good track of pupils' progress, responding well to individual learning needs.

## Commentary

10. During the inspection the quality of teaching in the Nursery and Reception classes was never less than good; in the majority of lessons it was very good. In Years 1 and 2 teaching was at least good in two thirds of lessons, in Years 3 to 6, teaching was again almost always at least good with a significant proportion that was very good. There was no teaching that was less than satisfactory. The quality of teaching of English, including the skills of literacy, was satisfactory in Years 1 and 2 and very good in Years 3 to 6. In mathematics, including numeracy, teaching was almost always good. The pupils' work in books and on display supports the judgement that the overall quality of teaching is very good. There are many good examples of the planned development and use of the skills of literacy in other subjects but far fewer examples in respect of the skills of numeracy and information and communication technology. The teaching of other subjects is almost always at least good and is often very good. As a result of this consistently high quality of teaching, pupils achieve well and develop very good attitudes to learning.

### **Summary of teaching observed during the inspection in 39 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	15 (38 %)	20(52 %)	4(10 %)	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.*

11. The high quality of adult support in lessons makes a very significant contribution to the good learning of pupils with special educational needs. Teaching assistants are skilled and support pupils well. The very good provision, including a specialist teacher who works with small groups, helps pupils with special educational needs to be effectively included in the work of lessons and achieve well. Lessons, especially in English and mathematics, cater well for pupils identified as gifted, talented or more able by providing extra challenge and as a result these pupils achieve well. Pupils who are learning English as an additional language are also supported well.
12. Teachers put a lot of effort into planning lessons that are interesting and matched well to the learning needs of different groups of pupils, sometimes, as in a mathematics lesson with pupils in Year 6, setting work at five levels of challenge. Teachers are clear about what they want pupils to learn. They share the objectives with the pupils and this effectively increases their involvement in lessons and helps them evaluate their progress at the end. Teachers provide very good feedback to pupils about their progress during lessons and make clear what they need to do to improve their work. Assessment is particularly strong in English and mathematics where the results are used to form groups and set targets. Overall, assessment procedures are good and make an important contribution to pupils' good achievement levels.
13. Teachers and other adults have successfully built a pleasant and purposeful working ethos, based on very good relationships and clear, high, expectations of work and behaviour. As a result, pupils know what they have to do, show good levels of commitment and perseverance and often show excitement and interest in their learning, for example when investigating which animals they can find in a given habitat. They enjoy working together, independently of adults, and become very good at it as they get older, building on encouragement of independence from the Nursery onwards. Quality of learning and achievement are good and pupils take increasing care and pride in their work; most pupils clearly see themselves as successful learners.

## **The curriculum**

The overall quality of the curriculum is good with very good enrichment opportunities. Accommodation and resources are also good.

### **Strengths and weaknesses**

- There is a wide range of curriculum enrichment activities that enhance pupils' learning, including extra-curricular activities that give pupils very good opportunities in sport and the arts.
- Provision for pupils with special educational needs is very good.
- Pupils' personal, social and health education is promoted well.
- Pupils' skills in information and communication technology are not used enough to enhance teaching and learning in other subjects.

### **Commentary**

14. The curriculum has improved since the last inspection and is being further improved under the imaginative guidance of the acting headteacher. All relevant statutory requirements are met. The school is fully committed to the national Excellence and Enjoyment initiative and is developing a curriculum that promotes continuity in learning in each subject, with a widening range of links between subjects. The increasingly flexible approach being taken in literacy and numeracy and the new balance of elements in science is leading to higher achievement by pupils.
15. The good provision for personal, social and health education is enhanced by a range of visits and by particularly good drug awareness and sex education programmes. There is a wide range of extra-curricular activities, including many sports, musical and computer-based opportunities.
16. There is a very strong emphasis on including all pupils in the good learning opportunities that the school offers. The provision for pupils with special educational needs is very good. The process for the early identification of pupils with special educational needs is a major strength. All pupils with special educational needs have individual education plans and these are reviewed termly. The school has introduced an effective literacy support programme in Year 3 to 6 that focuses on spelling. Pupils enjoy the programme and talked animatedly about the work they are required to complete during the sessions. There is also a strong commitment to meeting the needs of gifted and talented pupils and there are good examples of opportunities provided in conjunction with other schools, for example in mathematics and design and technology. The school is rightly seeking to expand its provision in respect of these pupils.
17. Information and communication technology resources have been improved since the last inspection and the pupils sometimes use information technology to enhance their learning in other subject areas. Overall, however, there are too few planned opportunities of this sort and the school is aware of the need for further staff training and the purchase of suitable software.
18. There is a strong team of teachers and teaching assistants who are generally well qualified and experienced to teach the curriculum well. The many other adults who work in the school all contribute considerably to its smooth running and welcoming atmosphere. Accommodation and resources are good, overall, and very good in the Foundation Stage.

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

The school provides very good levels of care and attention to the welfare, health and safety of the pupils. Provision of support, advice and guidance for the pupils is very good. There is good involvement of pupils through seeking, valuing and acting on their views.

### **Main strengths and weaknesses**

- The school provides a very healthy and secure environment where pupils can work and play safely.
- Pupils have an excellent and trusting relationship with at least one adult in the school and have access to very well informed support and guidance.
- The school is active in seeking the views of the pupils on school improvement but has identified the need to form a School Council to improve further this aspect of school life.
- Very good arrangements with pre-school groups in the area ensure the smooth transition of children to the school.

## Commentary

19. This is a very caring school where members of staff treat pupils fairly and with respect. The excellent relationships pupils enjoy with the adults in the school ensure that pupils are comfortable about approaching individual teachers or support staff for help or guidance. Pupils say teachers always take time to listen to them and they can always have their say. Pupils are extremely satisfied with the school and what it provides. Child protection procedures are very good and well known to all staff. There are good links with outside agencies.
20. The members of staff know the pupils very well, are sensitive to their needs and are able therefore to provide very good support and guidance. This is a continuous improvement since the previous inspection. Parents say that the school is helping their child to become mature. The good personal, social and health education programme and assessment procedures enable staff to provide targeted support for individuals, including those with special educational needs. This support and guidance are helping to raise pupils' achievement.
21. Health and safety arrangements are very good and risk assessments are carried out for the premises and school trips. The conscientious caretaker ensures any identified hazards are quickly put right. The school is well maintained and kept in a very clean condition.
22. The school actively encourages the expression of pupils' views both in informal and formal ways. The school has identified the need to form a school council to facilitate regular and formal consultation on matters of school improvement. Meanwhile, circle time<sup>1</sup> presents opportunities for pupils to discuss issues such as behaviour. Pupils with special educational needs contribute to their annual reviews, which is very good practice, and all pupils are involved in setting personal and learning targets and assessing their own work. The school has very good relationships with feeder pre-school groups and as a result there are very good transition arrangements. These transfer arrangements enable the school to respond well to the individual needs of the children and ensure their first experience of school is a happy one.

## Partnership with parents, other schools and the community

The school enjoys very good partnerships with parents. Links with other schools and the community are also very good.

## Main strengths and weaknesses

- Parents are kept very well informed about the school and their children's progress.
- There are very good procedures for ensuring satisfaction and to deal with any parental concerns or complaints.
- The very good links with other schools and colleges promote a smooth transition for pupils to their next stage of education.
- Formal and regular consultation arrangements with all parents are very well developed.

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<sup>1</sup> Circle time is a session provided for pupils to discuss matters as a class, following strict rules about listening to others and taking turns to speak.

## **Commentary**

23. Parents are very satisfied with the work of the school and what it provides. This is an improvement since the previous inspection. They say that their children enjoy coming to school and make good progress. Also, that the school is led and managed well and that the teaching is good. Parents say that the biggest improvement in recent times has been the communication with them. They find the staff very approachable and teachers are always available at the beginning and end of each day to deal with any concerns or complaints that parents may have. This informal contact facilitates high levels of parental satisfaction and ensures that any problems are dealt with swiftly and effectively. Parents are regularly consulted by formal questionnaire at least once each year. Their views are sought on a whole range of issues connected with improving the school. Parents say that the school takes account of their suggestions and takes action where necessary.
24. Parents are very well informed about the school through regular newsletters and school notice boards. They appreciate the opportunities to discuss their child's progress at both formal and informal meetings with teachers. Parents of pupils with special educational needs are invited in to school every term to discuss their child's individual education plan. A helpful end-of-year academic report, containing targets for improvement, accompanies these meetings. The governors' annual report and school prospectus both meet statutory requirements and this is an improvement since the last inspection.
25. The school links very well with local infant, junior and secondary schools to share best teaching practice and to take part in joint initiatives. A local secondary school gives help with the teaching of gifted and talented pupils and provides support for information and computer technology. Students from local colleges are regular visitors to undertake teaching practice and pupils from the local secondary school come for work experience. Pupils from Year 6 enjoy a smooth transition to their selected secondary schools because of these close links between staff and the respective schools.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are good. The governance of the school is effective. The leadership by the acting headteacher is very good. The leadership of other staff with management responsibility is good.

### **Main strengths and weaknesses**

- The acting headteacher provides very good leadership and has a very clear vision for its educational direction.
- The acting headteacher provides a clear focus on support and encouragement to enable all pupils to achieve well.
- The governing body provides good support and challenge and maintains very good financial control.
- There is insufficient monitoring of teaching and learning in some subject areas.

## **Commentary**

26. The good leadership and management are producing a very effective school with high standards and good achievement. The acting headteacher's leadership is very good. She is very well respected by the school community, has parents' trust and has been successful in building a strong sense of teamwork among all school staff. Staff, governors and parents recognise the headteacher's contribution to improving consultation and communication within the school community. She has consulted all parents on improvements they would like to see within the school and has incorporated some of these suggestions into the school's improvement plan.

27. The acting headteacher is rightly focusing on improving the breadth of curriculum. Her very sensitive and effective leadership is also directed towards making all children keen and interested learners. There is a strong focus on enabling all children to have the support and encouragement they need to achieve well. This very good ethos permeates throughout the school. Pupils' very good attitudes and the support of parents contribute positively to the success of the school.
28. The school has been without a substantive headteacher since September 2003 and the interim arrangements the governing body has made have been very successful. To assist the deputy headteacher while she runs the school, two key stage managers have been appointed. They have provided very good support. Appointing and retaining replacements for staff who left in July 2003 has presented difficulties because of the high cost of housing in the area but in most cases a permanent appointment was made. The governing body is helping to shape the vision and direction of the school and provides good support and challenge. Many governors have long standing experience of the school and their expertise and enthusiasm ensures they have a good understanding of the school's strengths and areas for improvement. Governors are supportive of the school's current focus on developing a creative and enriching curriculum for its pupils. The governing body is well organised and manages its work efficiently through committees. It meets all its statutory requirements very well, including legislation relating to racial harmony and disability. The governing body's financial management of the school is very good.
29. Professional development for teachers is organised well and their training needs are identified through performance management. Performance management systems have yet to be extended to include any support staff. The management of special educational needs is very good. The headteacher coordinates provision and she ensures she has daily contact with staff, parents and all pupils. Special educational needs provision has a high profile within the school. There are high standards of support for pupils from within the school and more specific support from external agencies for pupils with greater need. Teaching assistants are well trained and the good resources available for pupils with special educational needs help these pupils to achieve well. All documentation is in good order and all statutory responsibilities are fully discharged.
30. Although the management of the school is good, and school self-evaluation is good overall, a few aspects of self-evaluation are underdeveloped. The acting headteacher observes teachers at work in the classroom and provides individual feedback. However, information from this monitoring, and that of subject leaders, is not drawn together and analysed to establish a clear picture of teaching and learning across the school. As a result, monitoring does not contribute as effectively to raising standards as it could and was identified as an area for improvement at the last inspection. This aspect of management needs further action in order that good practice can be effectively shared and the progressive development of pupils' skill, knowledge and understanding checked. The school's finances are very well managed and there is good appreciation of the principles of best value.

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

Income and expenditure (£)	
Total income	663,793
Total expenditure	628,498
Expenditure per pupil	2,523

Balances (£)	
Balance from previous year	39,109
Balance carried forward to the next	74,404

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

31. Provision for the Foundation Stage is very good and has improved since the previous inspection. Leadership and management of the Foundation Stage are very good. Though Nursery and Reception classes are on different sites, there are very good links between them, both at management level and in provision for learning. Preparatory and formal meetings combine with frequent chats to encourage the engagement of parents in their children's learning. The attainment of most children on entry to part-time education in the nursery is typical for their age. There is very good early identification of children with special educational needs and very good provision is made for meeting their learning needs. Children who are learning English as an additional language are also supported well.
32. Teaching and learning in both Foundation Stage classes are very good. Teachers are very well supported by experienced staff and frequently benefit from the invaluable help of long-standing volunteers. The curriculum planning for the age group is excellent. It is firmly based on the required early learning goals and provides for motivating activities. The balance of child-initiated and learning led by adults is gradually adjusted as the children approach Year 1 and their progress is systematically recorded. Accommodation is very good and learning resources are excellent. The educational experiences provided at this stage in the children's education provide the basis for the very good attitudes towards learning which contribute to their successes in the main school.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Provision for children's personal, social and emotional development is **very good**.

#### **Strengths and weaknesses**

- Children achieve well in this area of learning.
- Learning activities are very well planned to support children's personal development.

#### **Commentary**

33. On entry to the Nursery, most children show social skills that are average for their age. The rich variety of child-initiated, learning through play activities offered reinforces this and provides many opportunities for the shared learning which supports the further development of social skills. The good role-modelling of all members of staff has a very significant and positive influence on the children's behaviour. In the Reception year, children begin to show adaptability and initiative, as well as the confidence to accept responsibility. Achievement is good. Most children are on course to exceed the early learning goals in this area by the end of the Reception year and standards are above average overall. The children are very well prepared for entry to Year 1.

### **COMMUNICATION, LANGUAGE AND LITERACY**

Provision for communication, language and literacy is **very good**.

#### **Strengths and weaknesses**

- Conversation skills improve rapidly.
- Almost all children show pleasure and good achievement in reading.
- Writing skills develop well overall.



## Commentary

34. Most children enter the Nursery with typical speaking, listening and early literacy skills for their age. They quickly gain confidence when speaking in groups and in front of the class. Attractive books effectively introduce children to the pleasure of reading. The use of motivating strategies such as Jolly Phonics in the Reception class leads to rapid progress in early literacy skills. This is much helped by the involvement of most parents in the home-school reading scheme. Higher achievers read accurately, with fluency and understanding.
35. Mark-making in Nursery play activities indicates children's growing awareness that writing is a means of communication. Teachers make effective use of the basic strategies of over-writing and underwriting as well as letter writing practice to support the development of handwriting. Some children write simple sentences independently. Most children achieve well. They are on course to attain the national goals for early learning and many will exceed them by the time that they enter Year 1; standards are above average.

## MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **very good**.

### Strengths and weaknesses

- Children achieve well in mathematics, most attaining the early learning goals.
- Well chosen equipment contributes significantly to children's mathematical development.

## Commentary

36. In the Nursery, the teacher uses all relevant opportunities to introduce aspects of mathematical development. Counting skills are encouraged in a range of contexts including the singing of number songs. Children have good opportunities to develop measurement awareness. They learn to recognise shapes and patterns; the painting of butterflies introduces children to symmetry. In the Reception class, children count groups of objects accurately. They write numbers legibly and sequence them up to a minimum of ten. Computer-based games provide children with motivating support. Achievement is good and many children are on course to exceed the national goals for early learning by the end of the Reception year. Standards in the Reception year are above average overall and show good improvement compared to attainment on entry to the Nursery.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for knowledge and understanding of the world is **very good**.

### Strengths and weaknesses

- Access to a stimulating range of good quality experiences supports learning in this area.
- Teaching is very good and children's responses to their experiences are also very good.

## Commentary

37. The Nursery classroom contains a very good variety of stimulating features, including an excellent mock-up of a jungle environment complete with plastic animals and a large fish tank which fascinates the children. These features are used very well to interest children in the world around them and to develop their knowledge and understanding. Scientific topics feature strongly in the Reception classes and include drawings of berries and leaves following an autumn walk, the planting of bulbs, learning about the senses, floating and sinking

investigations and distinguishing between living and non-living things. During the inspection, children were observed examining a real octopus, naming its parts. In a very well-taught lesson they were observed carrying out a water displacement investigation linked to the story of 'Archimedes Bath'. All children are achieving well and standards in the Reception class, towards the end of the school year, are above average.

## **PHYSICAL DEVELOPMENT**

38. An overall judgement on provision for physical development is not possible as no lessons were observed in the Reception class. Outdoor areas are very well resourced and the children have extended access to them every day, weather permitting. Most show good awareness of the space needed by others as they climb ramps and use wheeled equipment with care and skill. Almost all Foundation Stage children are well coordinated in their movements, showing confidence and balance. The finer coordination skills evident in the class-based activities of both year groups are generally well developed. Few children have difficulties when handling small equipment such as pencils, scissors and paint brushes. Overall, the evidence suggests that most will comfortably reach the early learning goals in this area of learning and many will exceed them.

## **CREATIVE DEVELOPMENT**

Provision for creative development is **very good**

### **Strengths and weaknesses**

- Achievements in music, art and other creative activities are at least good and even very good.
- Teaching and learning are also very good.

### **Commentary**

39. Children show creativity during both planned and self-initiated learning activities. They achieve well and standards overall are good. They sing familiar songs with enthusiasm, most showing an awareness of rhythm and pitch. In a music lesson, children followed quite complicated clapping and tapping exercises and invented some of their own. They made sand and water sounds using chosen instruments, some creating rhythms of increasing complexity. Reception children listened intently to The Swan theme from Carnival of the Animals and showed good sensitivity towards its emotional content. Art work shows an equal degree of creativity in the handling of colours, textures and shapes as they respond to the stimulating challenges provided.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision is **good**. Achievement is very good. Standards are well above average. Improvement since the previous inspection has been satisfactory.

### **Main strengths and weaknesses**

- Pupils' very good attitudes to learning contribute positively to their achievement and in Year 6 attainment is well above national expectations.
- The overall quality of teaching and learning is very good and pupils achieve very well.
- Good use is made to link other curriculum subjects with English but information and communication technology is not used enough to support pupils' learning.
- Aspects of the management of the subject are not fully developed.



## Commentary

40. In the national tests in 2003, standards in Year 2 were well above average for both reading and writing. The majority of pupils gained the expected standard for seven year olds, with many exceeding this. This represents good improvement in pupils' attainment in writing. However, the effect of three teachers in three terms in Year 2 has affected the progress and attainment of the Year 2 pupils this year. Current standards in Year 2 are above the national average in reading and average in writing. The pupils in Year 2 have made satisfactory progress. There is no significant difference in the attainment and achievement of boys and girls.
41. In the national tests in 2003, results in Year 6 were again well above the national expectation, with three quarters of the class achieving the higher Level 5. This year, the school is on track to maintain this very high attainment with nearly all pupils, including those with special educational needs, on target to achieve the expected level and over half expected to attain the higher Level 5. This represents very good achievement for all pupils compared to their attainment when in Year 2. There is no significant difference in the attainment and achievement of boys and girls, or pupils from different minority ethnic groups. Pupils who are gifted and talented also achieve very well because of the very good opportunities provided to develop their skills, especially in writing.
42. In Year 2 and Year 6, pupils are confident and articulate speakers. They are eager to make contributions in oral sessions during lessons. Pupils develop their vocabularies well as they progress through the school, helped by the opportunities given to them and the language their teachers and other adults in the school use. By Year 6, all pupils can hold a conversation with a visitor in a mature and thoughtful way. Listening is a skill that is developed very well as pupils move up through the school. In all year groups pupils develop very good concentration and listen with enjoyment to adults and each other.
43. Pupils read very well and are confident and keen. However, some pupils in Year 2 read texts that are a little too easy for them and this has not yet been picked up by the subject coordinator because of lack of monitoring. By Year 6, pupils read with dramatic expression and demonstrate a love of reading. In a Year 5 literacy lesson, pupils were studying Greek myths and legends and were reading a class text about Perseus. All pupils, including those with special educational needs and English as an additional language, read with expression, observing punctuation and adopting different voices to fit with different characters. Each class has a good stock of fiction, and non-fiction books that are well used.
44. The standard of pupils' writing is well above the national average in most year groups and satisfactory in Year 2, where pupils spell common words very well and make good efforts at spelling unfamiliar ones. The high quality of teaching in Year 1 serves as a good springboard for the development of pupils' writing skills. In Year 1, pupils are provided with very good stimuli to ensure that they write with flair and imagination. For example, they have produced coloured booklets to encourage holidaymakers to visit a fantasy island and have also written fantasy stories.
45. Writing in Year 6 is very well organised and pupils demonstrate a good command of powerful vocabulary to entice the reader to read more. Spelling of higher-level words is accurate and pupils' use of punctuation is correct and well used. Pupils write for a range of purposes and different texts have been studied to stimulate pupils' writing. Pupils have written biographies of William Morris, poems based on William Blake's 'The Tiger', adverts, legends and stories. There is an expectation that pupils will know and use correct subject knowledge. For example, a teaching assistant was working with a group of Year 5 pupils. She explained that they were going to write an opening to a Greek legend and that they needed to include similes and metaphors. No explanation was provided and on questioning by an inspector, pupils were confident in their application of this terminology.

46. Pupils develop very good handwriting skills in all year groups and the Year 6 pupils write legibly and neatly in a fluent, cursive script. Pupils from Year 1 form their letters correctly. Pupils take pride in their work. Their handwriting and presentation of their work, often with high quality illustrations, is a major strength.
47. Teaching and learning are very good in Year 1, satisfactory in Year 2 and very good in Years 3 to 6. In the best lessons, teachers plan very carefully to match tasks to the needs of all pupils and provide challenge for the higher attaining pupils. Teachers use support from teaching assistants very effectively to extend pupils' learning. Teachers manage classes very well and develop pupils' skills of self-discipline, cooperation and independence very well. Pupils collaborate very well with each other and work hard in their groups. For example, in a Year 6 literacy lesson pupils watched a video of 'Stig of the Dump' with the purpose of making notes during the video to compare and contrast the film version with the novel. Pupils were enthralled by the video, yet still made relevant and high quality notes to show the differences and similarities. Later in the lesson, they worked cooperatively in groups of six to agree the main differences and similarities ready to share in a class discussion. In a Year 5 lesson, pupils made constructive comments on the story openings of their peers. These very good attitudes to learning contribute positively to pupils' achievement.
48. Curriculum management is satisfactory. The subject leader for Years 1 and 2 has been in post for two years and the subject leader for Years 3 to 6 one year. The two subject leaders check teacher's planning and are beginning to establish a whole school portfolio of pupils' work. They have yet to observe teaching and learning to develop a clear view of whole school provision and this means that they do not have a secure view of the development of pupils' learning throughout the school. This was a weakness at the last inspection that has not been fully addressed because of staff changes. Overall, there has been satisfactory improvement although there is too little use of information and communication technology to enhance pupils' learning.

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

49. Pupils' writing and research skills are well developed through other subjects. An example of very good practice was seen in Year 1. Pupils visited Ickenham as part of their geography and history studies, travelling by train and visiting the local church and village pond. The writing that the pupils produced from this stimulating educational visit demonstrated above average quality. Other examples in other year groups include writing up science experiments using their own language and, in history, writing diary accounts of life as a coal miner in the 1930's. Teachers' planning makes clear their intention to develop literacy skills alongside the specific subject knowledge.

### **MATHEMATICS**

Provision in mathematics is **good**. Achievement is very good. Standards are well above average in Year 6 and average in Year 2.

### **Main strengths and weaknesses**

- National test results are well above average as a result of good teaching and careful tracking of pupils' progress.
- Good use of practical work and the provision of tasks set at differing levels promote very good achievement; however, there is little use of information and communication technology resources to promote and extend learning.
- Very good leadership and management promote good challenge and achievement for all pupils.

## Commentary

50. National test results were well above average in Year 2 and very high, in the top five per cent of the country, in Year 6. In recent years, the school's results in Year 6 have been well above those of similar schools. Since the last inspection, national test results have dipped in Year 2 because of the turnover of teachers but improved dramatically in Year 6. Pupils are well taught and build well on their earlier learning. Achievement is very good. Good assessment systems enable teachers to keep effective track of the progress of individual pupils.
51. Pupils at present in Year 2 have been greatly affected by staffing difficulties beyond the school's control and their achievement and attainment have suffered. Much of the work over the year has been on worksheets in Year 2, covering a good range of topics, including shape, space and measure. Indications from this work and from the school's own assessments are that overall standards are in line with national averages with most pupils attaining the national expectation of Level 2 with around one-third exceeding it. Achievement has been satisfactory rather than good. During the inspection, learning was good and pupils were provided work that was matched to their ability.
52. Well planned and focused practical work contributed to the good achievement of pupils in Year 4 who were estimating the capacities of various containers and choosing appropriate measuring cylinders in order to check. The overall quality of teaching and learning is satisfactory in Years 1 and 2 and good in Years 3 to 6. Strengths include lesson planning and the keeping of useful assessment records. In many lessons teaching assistants provide good support that enables all pupils, including those with special educational needs to be fully included in the lesson. More able pupils are provided with suitably challenging extension work and achieve well at it. However, the potential of information and communication technology resources is not being fully realised.
53. Earlier work from pupils in Year 6 shows good achievement throughout the year, particularly in numerical competence. Worksheet folders show evidence of good work in other aspects of the curriculum. During the inspection, pupils from Year 6 engaged enthusiastically with the challenge of expressing all numbers from 1 to 20 using only 3, 7, x and -. The lesson moved on to pupils working out fractions of quantities with the work set at five different levels of difficulty; this enabled all pupils to achieve well. The teacher was very effective at providing individual support when needed and pupils displayed high levels of interest and concentration.
54. Leadership and management of the subject are focused on providing challenge for all, both through questions and through investigations; higher attaining pupils enter mathematical challenges at the local secondary school. Record keeping and target setting are good.

## Mathematics across the curriculum

55. There was some evidence of pupils using their mathematical skills, mainly graph drawing, in other subjects, including science. However, there are too few planned opportunities for pupils to apply the mathematics that they are learning in other contexts.

## SCIENCE

Provision for science is **good** and improving.

### Strengths and weaknesses

- Well-informed and committed leadership has promoted improvements in the curriculum that are raising pupils' levels of attainment.
- The quality of teaching and learning is at least good and frequently very good, and careful track is kept of pupils' progress.

- The use of information and communication technology to enhance learning is under-developed.

## **Commentary**

56. Pupils' attainment at the time of the last inspection was above the national average. Since that time the results in Year 6 have risen faster than the national average. In 2003, 97 per cent of pupils attained the nationally expected Level 4 and 66 per cent gained the higher Level 5 and this was much better than most schools. There are no significant differences in the attainment of boys and girls. Inspection evidence indicates that the great majority of Year 6 pupils are attaining above the expected standards for their age, their achievement has been good.
57. The attainment of most pupils in Year 2 is in line with expectations for their age and standards are improving now that teaching is settling down. Lesson observations show that an increasing number of pupils are now exceeding national expectations. Teacher assessments in 2003 indicated that attainment was average overall, though more successful in some areas of the science curriculum than others. For example, pupils showed above average skills in scientific investigation but below average awareness of the properties of materials.
58. The subject coordinator has a very good vision of how science is most effectively taught and is successful in leading colleagues to place greater emphasis on enquiry-based methods. Standards across the school are rising as teachers increasingly use investigations and experiments as the vehicle for learning about other aspects of science, rather than introducing aspects as completely distinct components in the science curriculum.
59. Teachers show an increasingly good understanding of the subject and plan their lessons well, including motivating learning activities well suited to the learning objectives. Younger pupils carry out investigations such as testing whether materials are waterproof or not and learn to record their findings accurately and systematically. They achieve well in developing an elementary understanding of fair testing. This is enhanced well in later years as pupils learn the importance of controlling variables, when Year 4 pupils explored habitats for insects, for instance, and as Year 6 pupils investigated whether or not the surface area of a parachute affects the rate of fall. All pupils enjoy science lessons and the Year 6 pupils were so involved in one lesson that they declined to take their morning break.
60. Teachers have very good class management skills and teaching assistants make a very good contribution to pupils' learning, particularly those with learning difficulties. There are good assessment procedures for keeping track of pupils' progress and this effectively supports improving attainment. There are increasingly good links between science and other areas of the curriculum. For example, lessons on the human body include an emphasis on health education and pupils use their literacy skills in various contexts. There are a few good examples of links with mathematics and information and communication technology, for example drawing block graphs following the insect enquiry, but overall this is an area for further development.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

61. Very few lessons were timetabled during the week of the inspection and so no overall judgements are made about teaching, learning or overall provision. Resources have been significantly improved since the last inspection and a member of the governing body provides substantial support. However, a high proportion of the teaching staff, all with up to date training, left the school in July 2003. In most cases their replacements have not been trained and so the resources are not used as much as they should be. However, examination of pupils' work on their individual floppy disks and on display indicates that pupils' achievement is satisfactory and that many achieve good standards in Year 6; this represents improvement since the last inspection. For example, pupils in last year's group put together good multi-media presentations including one at their leavers' assembly. The present Year 6 have

produced a well edited newspaper, showing good use of columns, imported graphics and pictures, and a good overall sense of design.

62. Although pupils develop their skills to a satisfactory degree the staffing difficulty has slowed development of the subject, particularly in the use of databases, spreadsheets and control. The experienced coordinator provides good support for colleagues and recognises that now is the time to drive forward improvements in provision, for example interactive whiteboards, and in staff training.

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

63. There are a few good examples of pupils using their information and communication technology skills to enhance learning in other subject areas. For example, pupils in Year 3 had visited a web-site to search for attractive sea-creatures which they copied in black and white as the inspiration for their exploration of the pointillist approach in art; their learning and achievement were enhanced. In science, pupils in Year 4 entered data relating to the animals they had found in a chosen habitat and produced bar charts. They were confident and competent computer users and their learning and achievement in science benefited. Even so, not enough opportunities are provided for pupils to apply their information and communication technology skills in other subjects.

### **HUMANITIES**

64. **Geography, history and religious education** were sampled, with only one lesson observed in geography, two in history and one in religious education. It is therefore not possible to form an overall judgement about provision in these subjects. There is, however, every indication from a range of pupils' work that standards are broadly average throughout the school in all three subjects, as they were at the time of the last inspection.
65. From the observation of one lesson and sampling of pupils' work in most year groups, it is evident that overall standards in **geography** are average. However, throughout the school, pupils' recorded work in geography is minimal. Pupils in Year 2 have studied the immediate locality of Uxbridge and the work they produced is consistent with the programme of study. In Year 5, pupils have acquired knowledge of countries in each continent; this, too, is consistent with the programme of study. The pinnacle of the geography curriculum is the Year 6 residential educational visit to the Isle of Wight. During this visit, pupils have the opportunity to study geographical features and the location of the island in the context of the British Isles and where they live in Uxbridge. This is a good example of making geography interesting and relevant.
66. In **history**, there is every indication from a range of pupils' work in Years 1 and 2 that standards are broadly average. Year 2 pupils write a thoughtful diary entry as Samuel Pepys about the Great Fire of London. Pupils' literacy skills support well their development of skills and understanding in history. It is evident from the two lessons observed and scrutiny of a range of pupils' work in Years 4, 5 and 6 that, overall, the quality of teaching and learning is good. In Year 6, standards are broadly average and pupils' achievement is satisfactory. There are good links with other curriculum subjects; for example, in Year 5 design and technology lessons, pupils have designed and then made pots in the style of Ancient Greece. Pupils in Year 4 have used the Internet to research life during Tudor times. Year 5 pupils further developed their research skills by working in collaborative groups to find out facts about the Ancient Greeks. In a good Year 6 lesson, teaching was lively and engaged the pupils' interest and enthusiasm. Pupils became engrossed in using a map to locate Carisbrooke Castle, which they are to visit when they go to the Isle of Wight. They then used tourist guides to identify the features of a castle. This lesson made good links between history and geography. The good resources in history are well organised into themed boxes.



67. In **religious education**, work was sampled from displays in classrooms and books of pupils in Years 2 and 6. A lesson was also observed in Year 4. There is every indication that standards are in line with the expectations of the locally-agreed syllabus that the school follows. As part of their religious education curriculum, pupils visit different places of worship and visitors from different faiths visit the school. In the lesson observed, the teacher questioned well to extend pupils' understanding of the place of religion as a guiding framework in some people's lives. Year 2 pupils have produced drawings to celebrate the Easter story. Older pupils know that a place of worship is a special place and show an understanding of the importance of treating other people's religion with respect. A range of new resources has recently been purchased to support pupils' understanding of world faiths and currently in Year 6, pupils' knowledge of world faiths is average.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

### **Art and design**

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

#### **Strengths and weaknesses**

- Leadership and management of the subject are good.
- The curriculum for art and design is good, with some very good features.
- Good teaching leads to good achievement across the year groups but assessment procedures are not fully developed.
- Standards are above average in Year 6.

#### **Commentary**

68. The coordinators have used their good subject knowledge to create a well-planned curriculum. It is based on topics which are relevant to the interests of younger pupils and on a strong emphasis on links with other subjects that focus the art work of the older pupils, for example 'Ourselves' and 'Earth in Space'. A major strength is the systematic reference to examples of work by famous artists including Picasso, Turner and Lowry but a weakness is that there is too little use of art from non-Western traditions. The curriculum is enriched through visits to galleries and the school has maintained the good standards reported at the last inspection, although the periodic monitoring of teaching and learning is not firmly established.
69. Teaching and learning are good because of good subject knowledge and the good organization of the subject. There is work of good quality on display throughout the school. A photograph of a spontaneous 'land art' portrait, using natural materials to produce an image of their teacher is indicative of the enthusiasm that pupils show for the subject. During the inspection teaching and learning were good when pupils in Year 3 studied the work of Seurat and created pointillist paintings of sea creatures informed by close observation of real fish. Pupils' achievement is good and by Year 6 the majority of pupils attain standards that are above those expected for their age.
70. Continuous assessment of the standard of pupils' work is linked to lesson objectives and to examination of their well-used sketch books but the systematic recording of individual pupil's attainments is not fully developed.

### **Music**

Provision for music is **good**, with some very good aspects.

## Strengths and weaknesses

- Very good leadership and management ensure good quality provision.
- Very good teaching and learning enhance achievement.
- The curriculum is considerably enriched by a wide range of additional musical activities.
- Information and communication technology resources are under-used in teaching and learning in music.

## Commentary

71. Provision for music benefits from the expertise and commitment of the subject coordinator and senior members of staff. The curriculum is well planned to ensure that listening and appraising, performing and composing are part of each pupils' musical experience. Learning in the earlier years focuses on the basic elements of music, presented in the context of motivating activities such as singing favourite songs, exploring the musical potential of percussion instruments and telling stories in music. All pupils in Year 3 learn to play the recorder and become increasingly familiar with the basic elements of standard notation. In Year 4, they explore the music of earlier times and cultures, the latter sometimes presented in the context of 'dancing round the world'. During their last two years, learning has centred on exploration of a good range of different types of more recent music, including that of composers such as Holst whose music is used well to stimulate pupils' composition skills. Visiting musicians stimulate pupils' interest and enhance their achievement, a recent example being Balladiers who sang Victorian songs. This good quality provision contributes to above average attainment by the majority of pupils in both Year 2 and Year 6. The school has a well-considered action plan for further development in the use of information and communication technology resources in music, providing more challenging assignments for gifted and talented pupils and more support for non-specialist teachers.
72. Two lessons were observed, both showing very good teaching and learning. In a Year 2 lesson designed to develop aural memory, pupils learned a new song, benefiting from the high expectations and example of the teacher, the provision of a score and sensitive piano accompaniment. Pupils achieved well in listening and performance skills. The Year 6 lesson centred on performance and compositional skill as pupils built on their good singing of a sea shanty by adding illustrative percussion accompaniments and meaningful actions. Striking features were the teacher's insistence on high quality responses, including the use of crescendo and diminuendo, and the excellence of pupils' social skills as they worked confidently and enthusiastically together in groups.
73. There are weekly singing lessons for both younger and older pupils, resulting in well-developed skills across the year groups. The school has a successful choir and a large orchestra. There is a high take-up of instrumental teaching and pupils' good performance skills are much used in assemblies, school concerts and events in the community, including the church, retirement homes and charity events. There is also a very successful, annual school production, most recently 'Alice in wonderland', in which music combines with art and drama. The high standards reported at the last inspection are being successfully maintained.

## Physical education

Provision in physical education is **good**.

## Strengths and weaknesses

- The overall quality of teaching and learning are good; pupils' achieve well and attain above average standards.
- Very good accommodation and high quality, well organised resources contribute substantially to pupils' good achievement.

- The coordinator provides focused and effective leadership.

### **Commentary**

74. Lessons in the dance and games aspects of the curriculum were observed and the quality of teaching, learning and achievement were always at least good, very good in one instance. The good achievement and above average standards are improvements since the last inspection. Pupils swim in Year 5 and almost all achieve the national expectation of swimming 25 metres unaided.
75. Pupils in Year 6 developed their catching and throwing skills very well in a lesson that was taught in an enthusiastic, stimulating and challenging way with very evident high expectations of work and behaviour. On another occasion, these pupils displayed above average attainment in terms of their dance response to music, their control and their coordination. The good development of their choreographic skills and the appropriateness of their response to the music owed much to the teacher's good subject knowledge, use of resources and the pace and focus on improvement in the lesson. The focus on improving skills was a key ingredient in the success of all the lessons observed.
76. The coordinator provides strong leadership, based on very good overall subject knowledge and clearly focused on raising standards through good organisation and monitoring. There is a good range and quality of extra-curricular sports activities, with well-qualified parents giving good support to the coordinator and other members of staff. All teachers contribute to providing opportunities for pupils in Years 3 to 6 to take part in the full range of athletics events. The school has a good record in inter-school sports competitions. The large hall, school field, hard surface and well chosen and organised equipment add up to very good accommodation and resources. Involving pupils in choosing equipment for playground use and encouraging Year 6 pupils to work with younger pupils, teaching them games contribute to the good overall provision.

### **Design and technology**

77. The scheme of work for **design and technology** facilitates good links with other areas of the curriculum, including history and healthy eating, and promotes the progressive development of skills. For example, much more is expected of pupils when they make vehicles as they move up the school, with Year 6 pupils currently engaged in making controllable vehicles in a joint project with staff at the local secondary school. It is clear that the design process is better taught than it was at the time of the last inspection.
78. Pupils experience a good range of opportunities for developing skills and evidence from the work seen, for example Roman sandals in Year 2 and well finished slippers in Year 6, is that pupils achieve well as they move up the school. The coordinator has good subject knowledge and good ideas for raising the profile of the subject, for example through focused days or even weeks but lacks opportunities for directly influencing the work of colleagues.

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

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

### **Commentary**

79. Although only one lesson was observed during the inspection, it is clear that concern for pupils' personal development has a high priority and permeates all aspects of the work of the school. Staff and pupils maintain a pleasant and purposeful working atmosphere in which all are welcome and valued and where the few rules are understood and accepted.
80. The curriculum provides good opportunities for pupils to examine life-style choices, for example with respect to healthy eating. The recently appointed coordinator, who has held

responsibility for physical education for longer, rightly sees the connections between her two areas of responsibility. In particular she is promoting a sense of responsibility well in encouraging pupils from Year 6 to involve themselves in teaching playground games and the use of physical education equipment to younger pupils. Decisions on the purchase of this equipment afforded a very useful opportunity for pupils to express their views and the school rightly sees the introduction of a formal school council as the next stage in its programme of developing citizenship.

81. The sensitively and well taught lesson observed during the inspection enabled pupils in Year 5 to develop an understanding of how bodies change and the changes that take place in their bodies as they approach puberty. The lesson had been planned and resourced well with photographs of pupils when they were younger and there was good follow-up in terms of pupils writing about how they think they will change. The good and careful planning is characteristic of the school's concern for the personal development of pupils.

## 82. PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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