

INSPECTION REPORT

MEADLANDS PRIMARY SCHOOL

Richmond, Surrey

LEA area: Richmond

Unique reference number: 102893

Headteacher: Mr R. Meakin

Lead inspector: Geof Timms

Dates of inspection: 3 – 5 November 2003

Inspection number: 261600

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:	217
School address:	Broughton Avenue Ham Richmond Surrey
Postcode:	TW10 7TS
Telephone number:	020 8940 9207
Fax number:	020 8255 2488
E-mail address:	office@meadlands.richmond.sch.uk
Appropriate authority:	The governing body
Name of chair of governors:	Mrs K. Harrison
Date of previous inspection:	22 September 1998

CHARACTERISTICS OF THE SCHOOL

Meadlands Primary School has 217 pupils, including 55 in the nursery and reception classes who attended on a part-time basis at the time of the inspection. Although there is a range of ability, the attainment of most pupils when they enter the school is well below that expected for their ages. This is especially noticeable in their personal, social and emotional development, and their speaking and listening skills. There are 51 pupils on the register of special educational need, five of whom have statements of special need entitling them to extra support. This is broadly average when compared with schools nationally. The main needs are moderate learning difficulties and their social, emotional and behavioural development. Although the majority of the pupils are of white British descent, the school takes pupils from a wide range of ethnic backgrounds and cultures. A small proportion of these are refugees. The most common backgrounds are Asian or black African. Thirteen of the pupils do not have English as their first language and are at an early stage of acquiring the language. The most common languages spoken after English are Arabic, Spanish and Japanese. The school receives a small amount of support for these pupils. The proportion of the parents who claim their entitlement to free school meals is above average.

The school has achieved awards from Investors in People, the Basic Skills Quality Mark, and the Healthy Schools initiative. The school has also won achievement awards for the last three years; these are given to schools where improvements in standards have been nationally recognised. The school is taking part in a Leadership Development Strategy in Primary Schools, and is bidding to be involved in funding for improving physical education and sporting facilities, and to be part of a government initiative for creating a classroom using the latest technology. The school also runs a breakfast club and supports afternoon private childcare in the nursery classroom.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21038	Geof Timms	Lead inspector	Foundation Stage Mathematics Creative, practical and physical subjects
9499	Phiroze Daruwala	Lay inspector	
22424	Kathryn Taylor	Team inspector	English Special educational needs Humanities
32620	Olson Davies	Team inspector	Science Information and communication technology English as an additional language

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good and effective school and it provides good value for money. Standards are satisfactory and this is the result of pupils making good progress given their attainment on entry to the school. Their achievement is good. The leadership and the quality of the education offered to pupils are good.

The school's main strengths and weaknesses are:

- Standards in the last national tests in Year 2 were much better than the previous year.
- Standards in the last national tests in Year 6 were well above average in English and mathematics, and very high in science.
- Children make good progress through the Foundation Stage and their progress is very well assessed and used to plan activities.
- The quality of the teaching is good overall.
- The leadership is good and the headteacher has a very clear idea of the school's strengths, weaknesses and priorities for improvement.
- Pupils' attitudes and behaviour are good.
- The school's links with parents are very good.
- A significant proportion of the lower attainers do not make sufficient progress.
- The role of subject co-ordinators is underdeveloped, especially in the non-core subjects.
- Most pupils with special educational needs make at least satisfactory progress but their identification and the quality of their individual education plans are not sharp enough.

There has been good improvement since the last inspection in September 1998. The continuity in the leadership and management has maintained the school's development through the change in headteacher, and the newly appointed headteacher has ensured that the actions put in place to address the key issues from the last inspection have been successfully completed.

STANDARDS ACHIEVED

Year 6 results

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

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

Pupils' achievement is good throughout the school and they make good progress given their attainment on entry.

By the end of the Foundation Stage, standards have moved from well below average to broadly in line with those expected. Throughout the infant classes, most pupils continue to achieve well and make very good progress in their learning. A number do less well and the school has a higher than average proportion of pupils who do not attain high enough standards. However, the current standards, and those in the Year 2 national tests in 2003, show that there has been significant improvement in standards over previous years. By the end of Year 6 standards over recent years have been above average when compared to similar schools. This good achievement has been continued and the results of the 2003 tests show that the Year 6 pupils achieved standards well above average in science and English, and average in mathematics, when compared with similar schools. The current standards evident in the school are broadly in line with those expected,

although the present Year 6 are, given their prior attainment and their present performance, unlikely to attain the levels reached last year. Standards in information and communication technology (ICT) are above those expected. Girls achieve better than boys in the infant classes, and in science and mathematics in the junior classes. However, in English the boys outperform the girls by the end of Year 6 and this is against the national trend and is the result of the efforts the school puts into addressing boys' achievement. The pupils' personal development is good and this has a positive impact on their learning. Behaviour and attitudes, although good overall, are satisfactory in Years 4 to 6. **The pupils' spiritual, moral, social and cultural development is good**, and they have a very good idea of their responsibilities as part of a community.

QUALITY OF EDUCATION

The quality of education provided by the school is good. The quality of the teaching is good overall, and very good in a significant proportion of lessons. The curriculum provided for pupils is broad and balanced, and provides a good level of enrichment. The school is a very caring, harmonious and well-organised community.

In the Foundation Stage, planning is effective and the assessment of children's progress is detailed, providing staff with a clear basis for the planning of future activities. Good use is made of the outdoor areas and this is an improvement since the last inspection. Where the infant and junior teaching is strongest, it is characterised by imaginative activities and busy, active lessons. The marking of pupils' work is good. The teachers are aware of pupils' differing needs and of aspects of their background or home life that may have an impact on their learning. Where the teaching is weaker the school is working hard to support and challenge staff, and the leadership is very clear about the need to bring all of the teaching up to the quality of the best. Teachers do not always deal effectively with the few misbehaving pupils, and this has a negative impact on the pace of some lessons. When pupils with special educational needs are withdrawn from class the teaching they receive is of good quality and results in good progress. The curriculum is well planned and effective and the school is innovative in its use of new technology. There is very good curriculum enrichment through trips, visits and out-of-school activities. The staff ensure that pupils are well cared for and safe, and the links with parents are very good.

LEADERSHIP AND MANAGEMENT

The leadership of the headteacher and senior staff is good. The headteacher has a very clear vision and high aspirations for the school. The role of subject co-ordinators is underdeveloped, except in the Foundation Stage where it is very good.

Planning for future developments is based on a good analysis of how the school needs to improve. The new headteacher has a very clear understanding of what the school needs to do to improve and is dynamically addressing issues such as the quality of teaching and changes to the curriculum through technological innovations. The governing body has a good understanding of the school's strengths and weaknesses and provides an appropriate level of support and challenge.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents' views of the school are very positive. There are no areas of the school's work with which they are unhappy. Almost all parents feel that their children are happy at school, that the teaching is good and that the school is well led and managed. The findings of the inspection support these views. The pupils' response in a set of questionnaires also showed a high level of satisfaction with the school.

IMPROVEMENTS NEEDED

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

- Raise standards further by improving the provision for the lower attainers.
- Improve the identification of pupils with special educational needs and ensure that all pupils have individual education plans with specific, clear and measurable targets.

- Ensure subject leaders are enabled to be more effective in monitoring and evaluating the teaching and learning, and in spreading the existing good practice.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils achieve well given their attainment on entry to the school. Current standards are below average in English in Year 6 but broadly average in Year 2. Standards in mathematics are satisfactory overall, while in science and ICT they are above those expected throughout the school.

Main strengths and weaknesses

- Children make good progress through the Foundation Stage, particularly in developing their social and emotional development, and their speaking and listening skills.
- Standards in the 2003 national tests were much improved over previous years in both key stages.
- Throughout the school, standards in science and ICT are above those expected.
- Most of the pupils with English as an additional language achieve well.

Commentary

1. When children enter the nursery class their levels of attainment vary but a significant proportion have social and emotional development and speaking and listening skills that are well below those expected. These aspects are correctly made a focus of the nursery curriculum, and this work continues into the reception class. The children make good progress and by the end of reception the majority are achieving most of the early learning goals expected of them.

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

Standards in:	School results	National results
reading	14.6 (12.6)	15.7 (15.8)
writing	15.2 (11.5)	14.6 (14.4)
mathematics	16.0 (13.6)	16.3 (16.5)

There were 23 pupils in the year group. Figures in brackets are for the previous year

2. In the 2002 tests, the standards were very low, and in the bottom 5 per cent of schools nationally. The reading results were particularly poor and were in the bottom 5 per cent even when compared with schools that take pupils from similar backgrounds. The writing and mathematics results were well below average when compared to similar schools. These poor results, largely due to a cohort with a very low baseline when they entered the school, and a high proportion of pupils with special educational needs, have been acted upon by the school in a number of ways. Extra support has been given to groups of underachievers, especially with regard to improving their reading skills. The evidence of the inspection shows that this is having a positive impact.
3. However, in the 2003 tests, the results of which are shown in the table above, standards improved greatly. Standards in reading and mathematics were still below average, but standards in writing were average when compared with schools nationally. When compared with similar schools results were well above average in writing and above average in mathematics, although still below average in reading. The current standards in English in Years 1 and 2 are broadly in line with those expected. The standards in mathematics have also

improved and are currently in line with those expected. Standards in ICT are above those expected, partly as a result of the staff's improved expertise and partly due to the improved resources.

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

Standards in:	School results	National results
English	28.1 (26.5)	26.8 (27.0)
mathematics	27.2 (26.2)	26.8 (26.7)
science	30.9 (29.3)	28.6 (28.3)

There were 27 pupils in the year group. Figures in brackets are for the previous year

4. In 2002, test results at the end of Year 6 were below average in English and mathematics, but above average in science. When compared to schools whose pupils had had similar results at the age of seven, they were above average in English and mathematics and well above average in science. This gives a picture of very good progress throughout the school, given the pupils' levels of attainment when they entered the school.
5. In 2003, as shown in the table above, the results in all three subjects improved. In English results were above average, particularly in the writing aspect of the tests. In mathematics, results were broadly in line with the national average. When compared with similar schools the results were well above average in English broadly average in mathematics. Current standards are not this high and the present Year 6 are unlikely to achieve as well in the 2004 tests. However, the school puts a strong emphasis on achievement in the core subjects and there is time for the present cohort to raise their current below average standards in English and average standards in mathematics. The targets set for pupils are sufficiently challenging and based appropriately on the tracking of their prior attainment.
6. In the 2003 teacher assessments, pupils' results in science in Year 2 were below national expectations and average in comparison with pupils' results in similar schools. However, the number of pupils reaching the higher level was above average when compared with schools in a similar context. In contrast, results attained by Year 6 pupils in the 2003 national tests in science were well above the national average and when compared with similar schools. Furthermore, the percentage of pupils reaching the higher level in the tests puts the school within the top five per cent of similar schools. This is an improvement since the last inspection when standards at Year 2 and Year 6 were in line with the national averages but very few pupils reached the higher levels at Year 2 and Year 6.
7. Standards in ICT in Year 6 are above those expected. No other subjects were inspected in depth, but the inspection evidence shows that standards throughout the school have improved since the last inspection. Particular strengths are evident in art and design, and in music where there is a wide range of opportunities to sing and make music through instrumental tuition, music clubs, choirs and class lessons.
8. Pupils with English as an additional language make good progress and achieve well. This is the result of the good support they receive and the very inclusive nature of the school.
9. Pupils with special educational needs, including pupils who have statement of special need, attain standards that are below, and sometimes well below national expectations. Pupils' achievement is satisfactory but would be even better with further improvements to the way pupils' precise needs are identified and addressed.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, values and personal development are good. Their behaviour is good in most lessons. Attendance is above average.

Main strengths and weaknesses

- Pupils' attitudes to school and their learning are good, overall, and very good in Years 1 and 2.
- Pupils' behaviour is good
- The school provides a range of opportunities for pupils to develop initiative and to become more responsible
- Challenging behaviour shown by a minority of pupils can sometimes get in the way of teaching and learning

Commentary

10. Pupils' attitudes to school and their learning are good, and in Years 1 and 2 they are very good. The school has a happy atmosphere and parents and pupils confirm that most pupils like being at school. The large number of pupils who are keen to participate in the many extra-curricular activities offered is further evidence that they enjoy being at school. Most pupils are polite and well mannered towards adults and towards each other. Relationships between pupils and adults are good. This contributes greatly to pupils' personal development and to the quality of work in lessons. Pupils show respect for each other's needs and feelings by, for example, befriending pupils waiting at the "Playground Stop" who are in need of a playmate.
11. Pupils' behaviour is good. In Years 1 and 2 it is very good. The school receives positive reports of good behaviour by pupils on local and residential trips. The behaviour code, "Walk the Talk", is easy to understand and is followed by pupils. The detailed behaviour policy is comprehensive and followed consistently by adults in school. This ensures that pupils' behaviour is generally good both in and out of lessons. There is no issue over bullying and there have been no exclusions in the past year. The school works hard to ensure racial harmony and prepare all of its pupils well for life after school in a multicultural society.
12. Pupils' behaviour in most lessons is very good. This is in response to lively and interesting teaching matched appropriately to their abilities. The only time when behaviour in lessons is not very good is where there is some disaffection among a minority of pupils. Even in these classes, pupils are generally friendly, co-operative and keen to talk about what they are doing and learning. At times, teachers of older pupils use strategies that are more appropriate for younger pupils. Those with more severe behavioural difficulties are placed on the special educational needs register and may receive extra help from the local education authority's behaviour support team.
13. Pupils' personal development is good. Their spiritual, moral and cultural development is good, and their social development, and understanding of their place in the local community, is very good. Parents agree that the school helps its pupils to become more mature and independent. The personal, social, and health education programme contributes to this. Also, the school provides a wide range of opportunities for pupils to develop initiative and take on responsibilities. Older pupils act as monitors. They may be responsible for the play equipment at lunchtime, or for preparing the school hall for assemblies, or may undertake other tasks around the school. The school council meets regularly and many of their suggestions have been implemented. Pupils also take part in a local education authority pupil parliament. All pupils support the school in its fund-raising activities for charity. School grounds days help pupils to form a more responsible attitude towards the school environment.
14. Pupils with special needs have good attitudes to learning. When work is well matched to their needs and the level of support is sufficient, pupils work particularly hard and concentration levels are very good. Pupils with specific behavioural difficulties are supported very well to

improve and modify their behaviour. They receive some additional input from the local authority's support services and have counselling sessions with the special needs co-ordinator. Pupils are supported by the school's positive and caring ethos. The very positive

relationships that pupils enjoy with the co-ordinator, and with the support staff, make a significant contribution to the development of their self-esteem and pupils' willingness to try, even when they find things difficult.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.4	School data	0.8
National data	5.4	National data	0.5

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

15. Attendance and punctuality are good. The attendance rate at the school in the 2002/2003 academic year was 95.4 per cent and this was an improvement over the attendance level of the previous year. The national average for the academic year 2001/2002 was 94.1 per cent. During the course of the last four years, the rate of unauthorised absence has steadily declined, although it is still above the national average. Most pupils are punctual in arriving at school each morning and in returning to classrooms after breaks. This has a positive impact on their attainment and progress. The school has established appropriate procedures to follow up any unexplained absences on the same day. Each half-term, the school awards an attendance certificate to those pupils whose level of attendance is 100 per cent, and this provides appropriate encouragement to pupils to attend regularly.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	77	0	0
White – any other White background	17	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	4	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian	2	0	0
Asian or Asian British – any other Asian background	5	0	0
Black or Black British – African	3	0	0
Black or Black British – any other Black background	2	0	0
Any other ethnic group	3	0	0

No ethnic group recorded	47	0	0
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The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. The quality of teaching and learning is good overall and the curriculum is very effectively enriched through a wide range of activities.

Teaching and learning

The quality of teaching and learning throughout the school is good overall, although inconsistent and the school is aware of the need to raise the quality of all teaching to that of the best.

Main strengths and weaknesses

- The teaching in the Foundation Stage is consistently good
- The teaching in Years 1 to 3 is at least good and often very good.
- The teaching in Years 4 to 6 is more inconsistent, with some significant strengths and weaknesses.

Commentary

Summary of teaching observed during the inspection in [number] lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	6 (16 %)	17 (46%)	10 (27%)	2 (5%)	1(3%)	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.

16. The overall quality of the teaching has improved since the last inspection and more of it is very good or excellent than was the case at that time. The best teaching is based on well-planned lessons and very good relationships with the pupils.
17. In the Foundation Stage, the staff work well as a team, and are effectively led by the reception teacher. The planning is effective and the assessment of children's progress is very detailed and provides staff with a clear basis for the planning of future activities. In the nursery, the teacher and teaching assistant work well together and they have a good understanding of the needs of the children of that age. Their good work is built on further in reception through a well-planned curriculum based on appropriate topics and imaginatively delivered by the teacher. Good use is made of the outdoor areas and this is a good improvement since the last inspection.
18. Where the teaching is strongest, it is characterised by imaginative activities and busy, active lessons, appropriately divided between teacher-led input and pupil-led tasks. Teachers have recently had training on the use of the interactive whiteboards now in place in every classroom. These are often used well to illustrate teaching points, and to involve pupils in the lesson. The marking of pupils' work is good and often makes it clear to them what they have done well and how they can improve their work. The work is planned to be sufficiently challenging and based on the pupils' prior attainment. Teachers ask question of differing degrees of difficulty specifically targeted at particular groups. The teachers are aware of pupils' differing needs and aspects of their background or home life that may have an impact on their learning.

19. Where the teaching is weaker the school is working hard to support and challenge staff, and the leadership is very clear about the need to bring all of the teaching up to the quality of the best. At times, the pupils are expected to be too passive and are not actively enough involved in their learning. For example, at the beginning of some lessons the teachers talked at the pupils for too long before setting them off on their activities. At other times, teachers do not always deal effectively with the few misbehaving pupils, and this has a negative impact on the pace of some lessons. There are good assessment systems in place but this information is not always used to inform future planning, resulting in some lessons where the work is too challenging for the less able pupils or too easy for the more able.
20. In literacy and numeracy lessons, teachers plan work at a simpler level for pupils with special educational needs but rarely highlight in their planning how pupils' precise individual needs are to be met. Improving pupils' individual education plans would help teachers to plan more precisely work matched to specific needs. Where class teaching is at its best, teachers direct specific questions to pupils with special needs, to ensure that they understand what is being taught and are fully included. They are often well supported by teaching assistants who reinforce the learning effectively. When pupils are withdrawn from class for specific teaching some of this teaching is good, especially in lessons taught by the co-ordinator for special educational needs. Her teaching is very precise and focused. She knows individual pupils well understands their needs. Pupils learn well as a result. The teaching of pupils with English as an additional language is good and enables them to make good progress. The school has worked hard to improve the achievement of boys through teaching methods and improved resources, and this has resulted in boys outperforming the girls in English and mathematics by the end of Year 6.

The curriculum

The curriculum is satisfactory, overall, and good in the Foundation Stage. It is broad and balanced, and meets statutory requirements and pupils' needs satisfactorily. Opportunities for curricular enrichment are very good. The accommodation and resources are good.

Main strengths and weaknesses

- The curriculum for children in the nursery and reception is good.
- Pupils in Years 6 are not offered a sufficiently broad and balanced curriculum in the spring term.
- Teachers frequently make good and relevant links between subjects.
- Curriculum enrichment is very good.
- The school does not identify and provide for pupils with special educational needs precisely enough.
- The accommodation and resources are good.

Commentary

21. The curriculum has improved well since the last inspection. Pupils have access to a broad curriculum that meets statutory requirements. However, in Year 6 in the spring term the curriculum narrows. Pupils are taught less art and design, design and technology, history or geography so that they can have more time to revise and prepare for the national tests in the core subjects. This shortfall is made up in the autumn and summer terms, so that the curriculum is adequately covered.
22. The curriculum for children in the nursery and reception classes is good. It is well suited to the children's ages and meets their learning needs well, ensuring a successful start to their education. Pupils in Years 1 to 6 follow the National Curriculum, the locally agreed syllabus for religious education and the National Literacy and Numeracy Strategies. Although the overall curriculum is broad and balanced, weaknesses lie in the time given to developing problem-solving and investigations in mathematics, and to pupils having sufficient opportunities for developing their own experiments in science. The school has a good, well-planned programme

for pupils' personal, health and social education, which is given a high focus throughout the school. Teachers frequently make good, relevant links between work in different subjects, for example between work in history, geography, science and art and design. Literacy and ICT skills are well integrated into pupils' work in a number of subjects. Pupils are well prepared for their secondary education.

23. Curriculum enrichment is very good. Strengths include:
- Residential visits for pupils in Years 2 to 6.
 - Special activity days and school productions.
 - Opportunities to take part in competitive sports.
 - The number and range of extra-curricular activities and clubs, which include arts and crafts, chess, singing, music, sports and gardening.
 - Regular visits to places of interest and frequent visitors to school.
 - Teachers' use of the local area, grounds and environmental area to extend pupils' learning.
 - The teaching of French.
24. There are weaknesses in the way that the school identifies pupils with special educational needs and seeks to address their needs. At the School Action stage of the Code of Practice are some pupils who for one reason or another, need to be monitored more carefully than other pupils, but not all of these pupils have specific learning or behavioural difficulties that require additional provision. Not all pupils identified as having special needs have been given an individual or group education plan, which is a requirement under the special needs Code of Practice. The targets in pupils' individual education plans are not precise enough. They do not identify small measurable targets that pupils, parents and any adults working with pupils can work towards. These weaknesses in drawing up appropriate education plans also make it difficult to determine pupils' precise levels of progress, so as to determine whether further action is needed, or whether pupils no longer need to be considered as having special needs.
25. The school is well resourced. There are enough teachers and support staff, although currently the school is without a permanent deputy headteacher. Sound induction procedures are in place for new teachers. The curriculum planned and provided for pupils with English as an additional language is effective in developing their language skills. The accommodation is good. Classrooms are of a good size and there are a number of additional teaching spaces for small group work. Outdoor accommodation is good and includes grassed areas and an environmental area, which are well used to enhance pupils' learning. The building is clean and the grounds are well maintained. Teachers work hard to ensure that classrooms are bright and attractive. Displays provide a good stimulus for learning as well as opportunities to celebrate pupils' personal and academic achievements.

Care, guidance and support

The care provided to pupils is good. Arrangements and procedures for support, guidance and induction are also good.

Main strengths and weaknesses

- Positive and trusting relationships between pupils and all staff benefit the pupils
- A strong sense of community pervades the whole school
- Teachers endeavour to ensure academic success and good personal development of all pupils
- The induction arrangements to the school are good.

Commentary

26. The school provides a safe and supportive environment for all its pupils. It is a very caring, harmonious and well-organised community. Each pupil is valued and feels secure in the school, and this has a positive impact on attainment and progress. Respect and consideration

for others consolidate the positive support that the school provides for all its pupils, encouraging them to work hard and develop high self-esteem. All staff pay meticulous attention to protecting pupils from any harm and promoting their health, safety and well-being. Teachers know their pupils well and have a good understanding of their emerging strengths and weaknesses, and readily respond to their needs.

27. The arrangements for child protection are good and securely in place. The school maintains a well-established health and safety policy. There is effective supervision at lunchtime in the playground. The headteacher is often visible at the start and end of the school day and at lunchtime, and this has a positive impact on pupils' demeanour and discipline at these times and helps him and the pupils to get to know each other.
28. Teaching and non-teaching staff are clearly aware of the needs of pupils' personal development. Sensitive and well-targeted support is provided for those pupils with particular pastoral or other needs. The school is less effective in identifying and providing for pupils with learning difficulties. It works well with outside agencies and offers a high level of classroom support. Learning support assistants are patient and encouraging and make a positive contribution to pupils' learning. The school's total commitment for inclusion is shown to all these pupils, and staff are well informed and monitor their learning and personal development needs. The school runs a very popular breakfast club for pupils every weekday morning. Pupils get a nourishing breakfast in a safe and friendly environment and play games before the school starts and this enables pupils to make a positive start to the school day.
29. The school handles younger pupils' initial entry to the nursery and the reception class and their subsequent transfer to Year 1, very well. The school council is promoted in a way that enables pupils to develop an understanding of working in collaboration with others and in recognising the points of view different from their own. The school has recently implemented the proposals put forward by the school council on the revamping of all toilets used by pupils and the installation of mirrors in both the boys' and girls' toilets. It was the recommendation from the school council, which enabled the school to install the very successful 'Buddy Bench' in the playground.

Partnership with parents, other schools and the community

The school is successful in fostering very strong links with parents. It has established purposeful links with other schools and with the local community.

Main strengths and weaknesses

- The school is held in high regard by parents
- The school communicates effectively with parents
- The processes to support the transition of Year 6 pupils to secondary education are good.

Commentary

30. The school's partnership with parents is very good. Parents show a very high level of support for the school. They are pleased that their children enjoy the school and behave well, and that the school is approachable and has high expectations of its pupils. The findings of the inspection team substantiate these views. The school is successful in establishing a strong, positive and purposeful collaboration with parents. They feel welcome and are encouraged to play an important part in supporting their children's learning at home. At the beginning of each term, the school sends a clear curriculum guide to all parents.
31. The school provides a good quality and range of information to parents. Detailed and comprehensive reports inform parents of their children's academic achievement and personal development, including a pupil's self-assessment. The governors' annual report provides

parents with relevant information about the school. The school prospectus is a clear and comprehensive document, informing parents of the school's aims and the curriculum on offer.

32. The school has satisfactory arrangements for informing parents whose children have special educational needs. There are close links with parents of pupils who have English as an additional language. The school is conscious of the religious and cultural differences these pupils may experience and work closely with parents to ensure that difficulties are minimised. There is good liaison with other schools when pupils arrive at Meadlands Primary and when they leave at the end of Year 6.
33. The school encourages parents to play an important part in supporting their children's work at home and such a commitment has a positive impact on pupils' attainment and progress. It also enables parents to know what their children learn in a particular subject, so that they can help them with homework. The school, in collaboration with a local adult education college, runs ICT classes for parents, thus helping them to gain confidence with the use of computers and improve their literacy skills. The school has provided a parent and family numeracy course during the last two years, teaching parents about the numeracy strategies and methods of teaching mathematics to their children. The school consults parents on whole-school policies, seeking their views. Recently, the school consulted parents on the school anti-bullying policy. It also sought parental views on sex and drugs education in the school.
34. The school has established effective induction arrangements for its Year 6 pupils, with sound and purposeful liaison with the local secondary school to which most of them go. There are positive links with the local community and these contribute to pupils' learning. The Meadlands Community Singers and local housing and residents' associations use the school's facilities after school hours. The headteacher is enthusiastic about developing an ICT-rich classroom of the future and a modern sports centre in the school playgrounds for use by the pupils in the first instance, and by the community after school hours. The school, in collaboration with its pupils and their parents, raises funds for local and national charities. A dedicated group of parents, organised through the parent-teacher association, helps to raise funds for the school. This has provided substantial benefits in updating and revamping classrooms, purchasing the school's Golden Jubilee mugs for staff and pupils last year, and buying playground equipment, such as 'Buddy Bench', climbing wall and table tennis table.

LEADERSHIP AND MANAGEMENT

The leadership demonstrated by the recently appointed headteacher is good. The governance of the school is good and the governors support the school effectively. The leadership of the Foundation Stage curriculum is very good.

Main strengths and weaknesses

- The headteacher has a very clear vision and high aspirations for the school.
- The role of subject co-ordinators is underdeveloped, although co-ordination of the Foundation Stage and core subjects is very good.
- The procedures for identifying pupils with special educational needs are not sufficiently effective and targets are not specific enough.
- The governors have a good understanding of the school's strengths and weaknesses.
- The development planning is based on a good analysis of how the school needs to improve.

Commentary

35. The headteacher has been in post for only a few weeks, although previously he was the deputy headteacher. This means he was able to get an early and good grasp of some of the school's strengths and weaknesses. He has approached the job in a dynamic way and has shown himself unafraid of taking some difficult decisions. Above all, the headteacher has high

aspirations for the school and is communicating these to the staff effectively. The senior leadership team, although without a permanent deputy headteacher at present, are working well together and have a shared vision and high expectations.

36. The school has developed a very good level of self-analysis of strengths and weaknesses, largely based on test results and the achievement of groups of pupils throughout the school. Where this indicates underachievement as, for example, in a small group of pupils in Year 2, the school is targeting extra resources to address the issue. Most of the co-ordinators of the non-core subjects have insufficient opportunities to monitor and evaluate the work in their subjects, through the teaching and learning, planning or through scrutiny of pupils' work. However, the leadership of the Foundation Stage, English, mathematics and science is good overall, and there is very good leadership of the curriculum. The team of teaching and non-teaching staff work well together, especially with regard to planning and assessing progress against the early learning goals. This results in the good progress evident through the nursery and reception classes.
37. The governors are knowledgeable about the diverse nature of the school's catchment area, and about the issues this raises for the school. They ensure that the school is fully inclusive and that all groups of pupils are well catered for. They have effectively supported and challenged the school through important changes since the last inspection, including two headteachers and changes to almost all staff. In addition, they have overseen various improvements to the premises, including the development of good outdoor areas for the reception class. The governing body has an appropriate structure but no agreed procedures for regular visits to monitor the work of the school, although this does happen on an informal basis and individual governors do have specific links with subjects and other aspects of the school's work. Their work is particularly focused on ensuring that the school does the best it can for each pupil and on involving pupils in the school's work. For example, the school council were given a role in part of the process for the appointment of the headteacher. The governors ensure that all statutory requirements are met.
38. The headteacher has taken on the existing school development plans, but has already begun to adapt and add to these with the senior staff's own emerging priorities. The action planning is clear and is based upon clear analysis of need. This is particularly evident in, for example, the raising of the standards of boys' work in mathematics. Success criteria are clear and firmly embedded in measurable targets, such as test results.
39. The special educational needs co-ordinator provides good advice and support for other teachers. She maintains regular contact with parents and external agencies. She knows pupils well and keeps an overview of the quality of provision and pupils' progress. The procedures for identifying pupils' needs, drawing up education plans and reviewing pupils' progress do not always fully meet the requirements of the Code of Practice. The specific funding allocated to the school is used appropriately. The statutory requirements in relation to pupils with a statement of special need are met.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	698 945	Balance from previous year	34 576
Total expenditure	665 858	Balance carried forward to the next	33 087
Expenditure per pupil	3082		

40. The governing body have appropriate procedures for setting and monitoring the budget. The improvement planning has clear links to costs and resources. The chair of the finance

committee works closely with the representative of the local authority to ensure that the school provides best value in its work. In particular, the school has been proactive in accessing monies and grants from a wide range of sources to support innovative ideas, such as the 'Classroom of the Future' projects, to support community links and to improve resources for pupils throughout the school.

COMMUNITY PROVISION

What is the effectiveness of the school's community provision?

Community provision is good

Main strengths and weaknesses

- Pupils' learning is enhanced by aspects of community provision.
- There is productive community use of the school's facilities.

Commentary

41. The school's facilities are used productively by the local community for the benefit of local adults. Sometimes community provision has a more direct and positive impact on the education of pupils in the school. Below are some of the ways in which the school is used by the community:
- The school offers good reading workshops aimed at helping parents of younger children to teach reading skills at home. These were first held in 2002 and are to be an annual event.
 - Parents' information technology classes have been run in school for the past two years by the local adult education college. The school considers this to be very valuable in helping parents to gain confidence with computers, to improve their literacy skills, to find employment and to help their children at home.
 - The parents' Family Numeracy Course ran for two years and provided a means of teaching parents about the Numeracy Strategy. Parents who attended were very enthusiastic.
 - The school provides story sacks as part of a scheme organised by the Ham Toy Library which is now run by the school. Available for children up to 6 years of age, the sacks can be borrowed by parents, contain a well-known story plus toys and artefacts that go with the story. This helps children to develop an interest in books and reading.
 - The martial arts group is for pupils of the school but is run by an external tutor. They are taught elementary skills in self-defence. Pupils learn how to work collaboratively and to relate well to each other and to the tutor. The sessions have a positive impact on the confidence of the pupils.
 - Meadlands Community Singers, rather unusually, is a group for adults and children from age 10 onwards. They meet every week in the school hall to enjoy singing and encourage older pupils from the school, ex-pupils, and parents to take part. Pupils benefit from being taught high-level singing skills and from working with others.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for children in the nursery and reception classes is good and has improved greatly since the last inspection, particularly the use of the outdoor facilities and in the planning of an effective and appropriate curriculum. The school has also responded well to a report by the local education authority, which highlighted two areas for development. Many children enter the school with poorly developed social and personal skills and underdeveloped speaking and listening skills. These areas correctly form the focus of the provision in the nursery, alongside appropriate coverage of all the areas of learning. The staff are very caring, and the teacher benefits from a very experienced teaching assistant, and this gives the children the confidence to explore, experiment and develop early learning skills in preparation for their time in the infant and junior classes. In the reception class, this work is continued through good teaching and provision, and the well-planned curriculum ensures that the majority of the pupils achieve well and attain the expected early learning goals in most areas of learning. The Foundation Stage is very well managed and led, and the assessment systems ensure that the children's progress is well captured and recorded. This information is used well in the planning of work, and particularly in the one-to-one interventions between staff and children.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The teachers and other staff make this area a major focus of their work.
- Children learn to work and play together, and to share toys and equipment.

Commentary

42. The children clearly appear happy at school. The teaching is good and the children achieve well. In the nursery class, the focus early in the year is strongly targeted at activities that develop children's social skills. These include many opportunities to share and to work and play together well. Very good use is made of opportunities to sit and eat fruit and drink milk, when staff can talk with children and encourage the development of politeness and good manners. Children help clear away toys and equipment at the end of sessions and are developing independence in the way they use the toilet, and dress and undress themselves for physical education. In the reception class, this good work is developed very effectively so that most children achieve the majority of the expected early learning goals. The teacher makes good use of pupils' actions to teach them how to respond appropriately, and they respond to this well. For example, when children were expected to scream in response to one activity but they did so for too long, the teacher skilfully used this to explain her expectations, which children then met the next time.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children's speaking and listening skills are very effectively developed
- Displays ensure that language and books have a high profile
- Children enjoy reading and are familiar with a range of nursery rhymes and traditional stories

Commentary

43. Many of the children have underdeveloped speaking and listening skills on entry to the nursery class. A few are unable to speak clearly or in sentences. The school has correctly ensured that the planning of activities is focused on developing this aspect as well as providing plenty of opportunities to hear stories, look at books and practise writing. Staff use every opportunity in the nursery to talk to children, and to get them to talk. Children enjoy sharing books and looking at the pictures. They can sing nursery rhymes and understand that the text in a book refers to the pictures. Higher attaining children enjoy play that involves emergent writing skills. For example, in one role-play activity, a child acted as a waitress in a pizza restaurant and wrote down orders on her pad. In the reception class, reading has a stronger focus but many speaking and listening opportunities are still provided and the children are becoming clearer about the rules of speaking and the need to listen to what others say. Children are familiar with stories such as Cinderella and Humpty Dumpty. The reading of one well-known book with the class was very effectively enlivened by the use of the school's excellent environmental area for a bear hunt. Most parents are supportive of their children's learning and hear them read or read to them at home. A few make use of the local public library and this supports the children's knowledge about books. They have sound early reading skills and often use the illustrations to enable them to retell a story. The good teaching ensures that children are learning the sounds letters make in preparation for building words, and good use is made of computer software to support this work. Overall, the majority achieve well in this area of learning but, owing to their attainment on entry to the school, a significant proportion are unlikely to completely meet the expected early learning goals by the end of the year.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children's mathematical skills develop well and their achievement is good.

Commentary

44. In the nursery class, the children make good progress in this area of learning. The staff provide a good range of activities enabling children to count, match and compare objects, and to use water and sand in a range of containers. The role-play activities such as the pizza restaurant provide opportunities for children to use and become familiar with money. In the reception class, the middle and higher attaining pupils are able to count to 10, and the more able children are able to order numbers to 10 correctly. Less able children know numbers from 1 to 3 and are able to sort objects by colour accurately. By the end of the Foundation Stage, the majority of the children achieve well and attain the expected early learning goals.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Good use is made of the outdoor areas, including the environmental area

Commentary

45. Both nursery and reception classes make good use of their outdoor facilities whenever the weather permits. In the nursery, the staff use a wide range of toys and activities outdoors, and this gives the children good opportunities to explore their environment. They are able to

experiment with different materials, play on different surfaces, and develop their social skills as they begin to play co-operatively. In the reception class, improvements made since the last inspection have created a very good outdoor area in which a range of wheeled toys and large building equipment can be used. Children also have access to computers and tape-recorded stories, which they use confidently. Experiences such as making popcorn are used to teach children about how things work, such as ovens, and how materials can change. Overall, the majority of the pupils achieve well and attain the expected early learning goals by the end of the reception year.

PHYSICAL DEVELOPMENT

46. Insufficient evidence was seen during the inspection to enable provision to be securely judged. However, children clearly have many opportunities to use and manipulate small tools such as scissors, pencils and paintbrushes. They also, especially when using the outdoor areas, are able to learn to control their movements and to build and climb on large construction apparatus and to use physical education equipment.

CREATIVE DEVELOPMENT

47. Insufficient evidence was seen during the inspection to enable provision to be securely judged. The displayed artwork shows that teachers create sufficient opportunities for children to use a range of media and materials when creating pictures and collages. In both the nursery and reception classes, staff have created effective learning environments that encourage children to use their imaginations whether through art or music. For example, the dark cave in the reception class creates an unusual environment for the children to explore. Children have good opportunities to learn about different cultures through art and to use a good range of natural materials from the environmental area to create sculptures and collages.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Test results in Year 6 compare well with those in similar schools.
- Pupils achieve well during their time in the school, especially in reading.
- Standards in writing are below those expected but the school is working to improve them.
- Pupils' have good opportunities to read and write as part of their work in other subjects.
- Teaching and learning are at their best in Years 1, 2 and 3.
- All teachers are confident in using ICT as a teaching tool, but few examples were seen of pupils using computers during the inspection.
- The literacy co-ordinator is not given sufficient opportunities to monitor teachers' plans, or to evaluate and support the teaching and learning in other classes.

Commentary

48. Standards in English in Year 6 have improved since the last inspection. Test results at age 11 in 2002 and 2003 compared well with those in similar schools and with pupils' attainment on entry to school. This represents good achievement over time. Standards in the current Year 6 are lower than those achieved by pupils in Year 6 last year, especially in writing. Currently at least a third of pupils are working at levels that are below or well below those expected. Many of these pupils lack basic skills in using correct punctuation and in spelling commonly used words. Nevertheless, the teacher is working to address these weaknesses and there has been good progress in writing since the beginning of this term.

49. Standards in speaking are in line with age related expectations in Years 1 to 6. Most pupils talk freely and confidently on a one-to-one basis, and higher attaining pupils are articulate and use a wide range of vocabulary. In the whole-class context, however, a significant minority of pupils lack confidence to contribute. When these same pupils are withdrawn for small group work, as part of the special needs provision, they enjoy good opportunities to extend their speaking and listening skills. In most classes, pupils listen well with sustained concentration. Exceptions to this were evident in Years 5 and 6 where too many pupils do not listen well enough.
50. Pupils achieve well in reading. Overall, standards are slightly below those expected in Year 1, but are in line with those expected in the Year 2 class, where there are few lower attaining pupils. A well-structured reading programme is in place and phonics are taught well, especially in Years 1 and 2. As a result, pupils of all prior attainment levels learn to decipher unknown words. Pupils have a good understanding of what they read and enjoy regular opportunities to read in school. They are encouraged to read with family members at home. This helps younger pupils in particular to improve. Higher attaining pupils develop clear preferences for the work of different authors. The school is well resourced and some texts are chosen specifically to interest boys.
51. The school has been working to raise standards in writing. Overall, standards are in line with age-related expectations in Years 1 and 2, but below them in Years 3 to 6. The challenge for the school is to raise the attainment levels of the lower attaining pupils. There is sometimes a very big gap between standards achieved by lower attaining and average attaining pupils. Lower attaining pupils also progress at a slower rate than their counterparts. This is in part because they need more small group teaching to help them to develop and record their ideas. The content of all pupils' written work is usually interesting and logical. This shows that teachers provide good guidance and stimulus for writing. They also provide frequent opportunities for pupils to write as part of their work in other subjects. Pupils' finished work is displayed and celebrated, which gives writing a high profile in the school. All pupils learn to write neatly and in a joined style.
52. Tests results show that overall boys do less well than girls in reading and writing by Year 2. This is confirmed by inspection evidence. There are also more boys than girls identified as having special needs. However, by the end of Year 6 boys are outperforming girls. Inspection evidence did not highlight any differences in standards achieved by different ethnic minority groups or pupils who learn English as an additional language.
53. The quality of teaching ranges from very good to satisfactory. Teaching is good overall in the lower half of the school and is satisfactory in the upper half. All teachers have a secure understanding of the methods outlined in the National Literacy Strategy. Homework is set regularly and pupils' work is marked to a good standard. There are good procedures for assessing pupils' work and senior managers analyse school data rigorously and track individual pupils' progress. What is sometimes less evident is teachers using assessment information to amend the National Literacy Strategy plans in the light of pupils' current levels of attainment.
54. Where teaching was at its best:
- Teachers made clear links between reading, writing and spelling and used a multi-sensory approach that addressed the needs of pupils with different learning styles. Questioning was used well to establish that pupils understood, as well as to move their learning on. This was the case in a lesson in Year 2.
 - In Year 3 the teacher kept a good overview of pupils' progress throughout the lesson but also provided precise focused teaching for one or more groups of pupils. Questioning skills were particularly effective.
 - In a lesson in Year 1 pupils learned especially well when the teacher devised and introduced phonic games. Classroom organisation and preparation were very good. Work was very well matched to pupils of different abilities and expectations were very high.

55. All teachers are confident to use computers and the interactive whiteboards as an integral part of their teaching. Pupils, however, were rarely seen using computers in lessons. Pupils were seen using audio equipment and tape-recorders. There was some evidence of pupils using word processing.
56. The literacy co-ordinator advises and supports staff effectively. Since taking up the post she has provided good training for the support staff and workshops for parents. This has had a positive impact on improving the way in which both groups contribute to pupils' learning. The co-ordinator does not monitor teachers' planning, or evaluate and support the teaching and learning in classrooms. Improving this aspect would help the school to keep a regular check on provision and to determine a precise set of priorities for the future. For example, one of the school's identified areas for improvement is raising standards in reading in Year 1 and 2. Inspection evidence, however, shows that pupil progress particularly well in Years 1 and 2 and that the school's focus needs to be directed to strengthening teaching and improving standards in Years 4 to 6 as a result of recent staff changes.

Language and literacy across the curriculum

57. Pupils have very regular opportunities to read and write as part of their work in other subjects. Continuing to develop this aspect should help to the school to continue to raise standards, especially those in writing.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Test results in Year 6 compare well with those in similar schools.
- The pupils make good progress and achieve well.
- The teaching is good overall and very good in Years 1 and 3.
- The use of numeracy in other subjects is underdeveloped and unplanned.

Commentary

58. The pupils achieve well by the end of Year 2 and standards have improved since 2002, when they were low. In 2003, the standards in the national tests were broadly in line with those expected, and this represents good progress in relation to pupils' attainment on entry to the school. The progress made through Years 3 to 6 in 2003 has been very good, resulting in the very good standards evident in the Year 6 tests. However, the present cohort in Year 6 are unlikely to achieve as well, although present standards are still above those expected especially when compared to the pupils' prior attainment. There is a wide range of ability in most classes, with a top group who achieve well but with a large group of lower attainers who are not achieving as well as they could. Standards in numeracy are good, and in shape, space and measure, and data handling, they are broadly in line with those expected. However, throughout the school there are insufficient opportunities for pupils to use their skills in practical situations or in problem-solving. Boys do not achieve as well as girls.
59. The good teaching results in pupils learning well and making good progress. Most teachers have good subject knowledge and expertise. Classrooms have a range of mathematical displays, incorporating appropriate vocabulary, symbols and signs. The section of lessons devoted to mental mathematics is used effectively and the questions teachers ask are often targeted specifically at different ability groups. Most lessons are managed and organised well, and a good working ethos is created. In some classes, the time spent dealing with

misbehaviour has a more negative impact on the learning and slows the pace of the teaching. The marking of pupils' work is usually very good, and makes it clear to them what they have done well and what they need to do to improve. Where the teaching is weaker, the planning is insufficiently detailed and does not take sufficient account of the pupils' prior learning. The teachers are beginning to make good use of the electronic whiteboards to enliven their teaching and illustrate some key learning about, for example, three-dimensional shapes.

60. The school has recognised the need to develop the subject co-ordinators' role further and this is part of their development planning. In addition, they have plans to address the underachievement among the lower attainers, and among boys, by better target setting, raising expectations and reviewing the resources. Good use of assessment is evident in, for example, Year 2, to target a group of pupils who have been recognised as underachieving in an attempt to bring their level of attainment up to that of the rest.

Mathematics across the curriculum

61. Although mathematical skills are used in other subjects such as science and design and technology, this is largely unplanned and does not have sufficient emphasis to enable these opportunities to add to the pupils' experiences in using mathematics in the real world or for practical purposes.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards have improved since the last inspection because teaching has focused on investigative and practical activities.
- There is a good emphasis on the acquisition of scientific vocabulary.
- Planning makes good use of local resources including the school's environmental area.
- Pace of lessons in some classes is sometimes compromised by the challenging behaviour of some pupils.

Commentary

62. Standards at Year 6 have improved because teaching now focuses more on investigative and practical activities and this helps pupils to develop a clearer understanding of scientific ideas. The good results obtained in the national tests in Year 6 are also helped by the extensive preparation undertaken during the spring term prior to the tests. There is no significant difference in attainment between boys and girls in Year 2 or in Year 6. Pupils with special educational needs and pupils who speak English as an additional language are making good progress.
63. There have been many improvements since the last inspection. These include:
- Higher standards, especially at Year 6
 - Improvements in the leadership of the subject
 - A revised curriculum ensuring coverage of all areas of the science curriculum and stressing the importance of developing pupils' skills of scientific enquiry.
64. The quality of teaching and learning is good in Year 1, Year 2, and Year 3. It is satisfactory in Years 4 - 6. Teachers emphasise the development of pupils' skills of scientific enquiry and their acquisition of correct scientific vocabulary. Pupils are encouraged to discuss their work, to make predictions and to make careful observations. In a good Year 2 lesson, pupils brainstormed ideas about different light sources with their science partner, and then went on a walk around the school to look for light sources. Good questioning by the class teacher helped

her to discover and deal with misconceptions about the difference between a light source and an object merely reflecting light. In a Year 6 lesson, the teacher introduced terms such as micro-organism, bacteria, virus, and mould. Most pupils worked well in mixed gender groups to brainstorm ideas about their understanding of the term “micro-organism” prior to practical work. Unfortunately, the pace of lessons in Year 5 and Year 6 is sometimes compromised by teachers having to deal with challenging behaviour on the part of a small number of pupils.

65. Teaching and learning in all years are developed through practical activities and investigations. However, the work is often over-directed by the teacher. Pupils are not sufficiently encouraged to design their own investigations and to choose the most appropriate method for recording their work. ICT is used extensively in the teaching of science. The interactive whiteboard and data projector in every classroom make effective teaching tools and add to the interest and understanding of pupils.
66. The subject is well led and managed. The subject leader has a clear knowledge of standards throughout the school. He collects lesson plans to check for coverage and to monitor standards. Under his leadership the curriculum has recently been reviewed. Planning provides for continuity and progression and makes extensive use of local resources and contexts for teaching science. For example, the school’s environmental area is used very effectively by teachers. Each class is assigned a habitat, an animal and an environmental issue to study within the context of the school environment in autumn and spring. This makes the study of life processes and living things much more relevant to pupils and fosters an interest in maintaining the school environment.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is **good**.

Main strengths and weaknesses

- Standards have improved since the last inspection
- ICT is used effectively to support teaching and learning in other subjects
- Teachers have secure subject knowledge as the result of good staff development
- The subject is well resourced except in the matter of the computer suite
- The computers in the ICT/music suite need updating to allow pupils to have more “hands on” experience

Commentary

67. Pupils’ attainment is above average by the end of Year 6. Attainment of pupils in Year 2 is also above national expectations. This is an improvement since the last inspection when standards were below average throughout the school and progress was judged unsatisfactory. Pupils are now achieving well and making good progress throughout the school due to good teaching in the subject and to the widespread use of ICT across the curriculum. No difference was found in attainment between boys and girls. Pupils with special educational needs make good progress because of the opportunities they are given to use ICT to improve their skills in literacy and numeracy.
68. The teaching is good. The teachers’ secure subject knowledge and clear exposition, often supported by the use of an interactive whiteboard, data projector and classroom laptop, allow pupils to be very clear about the purpose of the lesson, to acquire new knowledge, and to improve their own skills. For example, in a very good Year 2 lesson the teacher provided a clear introduction and asked pupils to draw and fill 2-D shapes to produce pictures using a computer program. Pupils were well motivated and worked collaboratively, taking turns at the computer to complete the task successfully. This lesson is an example of the whole class

having access to computers in the computer suite to develop their skills. ICT is used to great effect in the school as a class teaching tool and pupils have some access to computers in the classroom. However, plans are in place to update the computers and this should improve pupils' access.

69. The subject leader is enthusiastic and has a clear vision of how to improve the subject further and there is a strong emphasis on staff development and training. The school has formed very useful links with companies and other organisations and is taking part in a number of initiatives in ICT, including the "Classroom of the Future" project. The subject leader monitors standards through discussion with colleagues, checking planning, and evaluating the coverage of the ICT curriculum. She does not have sufficient opportunities to undertake lesson observations to ascertain the impact that recent innovations in the subject are having on the quality of teaching and learning. An assistant, who deals with technical problems, provides additional support.
70. Improvements have been made since the last inspection:
- standards have improved and pupils' progress is good
 - increased funding through national and local initiatives means that resources for the subject have improved and staff have gained in skill and confidence through training
 - ICT is used to support work in other areas of the curriculum
 - pupils with special educational needs are now making good progress

Information and communication technology across the curriculum

71. The use of ICT across the curriculum is very good. Every classroom contains an interactive whiteboard, data projector, laptop and other ICT resources. Many of the lessons observed contained an element of ICT. This is having a positive impact on the achievement of pupils in ICT and within other subjects.

RELIGIOUS EDUCATION

The provision for religious education is **satisfactory**.

Main strengths and weaknesses

- Teachers use resources well.

Commentary

72. In a lesson in Year 4 pupils learned about the significance of journeys - for example a Muslim's pilgrimage to Mecca, a Catholic's visit to Rome and Jesus' journey to Jerusalem. Teaching and learning in a religious education lesson in Year 6 was good. Video footage was used well to help develop pupils' understanding of the beliefs and religious practices of followers of Islam. Pupils' learning was interrupted, however, when a minority of pupils did not behave as well as they should. The provision has improved since the last inspection.

HUMANITIES

73. None of these subjects was inspected in depth. A small number of lessons was sampled, along with a scrutiny of pupils' work. Greatest weight was given to evaluating **history** and **geography**, since the school had requested this.
74. The provision for history and geography has improved since the last inspection when important weaknesses in standards and pupils' progress were highlighted. The school ensures that pupils are now regularly taught all three subjects and curriculum plans are in place. Pupils in most classes achieve at least satisfactorily over time and standards are in line with those expected. Teachers make good use of the school grounds and immediate locality, as well as the school's close proximity to the Thames and local and central London museums. This provides a good starting point for pupils' learning. Pupils in Year 2 follow Barnaby Bear on his travels around the world.
75. In Year 4 pupils develop a secure understanding of settlements through their study of Ham and Richmond, by studying routes that the Romans took, and by talking about journeys they and their families have made. They discussed, for example, some of the reasons why they moved house, came to England or to live in this particular area. During the inspection, pupils in Year 6 spent a day in Ham House. This provided very valuable first-hand experiences, which helped them to extend their understanding of life in Victorian times. Pupils clearly enjoyed this visit and were keen to talk about what they had learned.
76. Teachers make relevant links between work in different aspects of the humanities curriculum as for example when pupils in Year 3 study the geography of Egypt as well as learning about life in ancient times. Teachers make good use of relevant links between history and art and design and design and technology. Pupils in all classes read and write about their work in history, geography and religious education. Teaching in Years 1 and 3 is strong. For example, in a very good lesson in Year 3, the teaching captivated pupils when they prepared to carry out an archaeological dig. The teacher set the scene very well. Her very skilful questioning and input ensured that pupils gained a good deal of knowledge about life in ancient Egypt and developed good historical skills.
77. The school does not have a humanities co-ordinator, but has adopted a team approach to developing work in these subjects. This has brought about positive improvements. There are clear indications that some teachers need further support and guidance in planning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

78. Only one **design and technology** lesson was observed during the inspection, and no **art and design** lessons were seen. The subject co-ordinators were able to provide evidence of how well the subjects are managed and led, and of work that is done throughout the school. Overall, although it is not possible to make a secure judgement about standards or achievement, the provision for both subjects is good. In design and technology, the very good teaching in Year 1 enabled pupils to learn about creating books with simple flap and slide mechanisms, and pivots to make pictures that move. This lesson involved very well prepared resources and resulted in good achievement. The improvements in the subject since the last inspection have been good.
79. In art and design, the work displayed around the school shows that the development of pupils' skills is good and that the subject is well planned to ensure that cross-curricular links are appropriate and effective. For example, in Year 1 pupils' pictures of witches are inspired by the text the teacher is using with the class. Year 2 pupils develop good observational drawing skills using pencils and shading as, for example, in their pictures of moths. Pupils throughout the school use a range of media and the teaching is clearly focused on promoting their skills, although this is sometimes done in a way that restricts their imagination and creativity. For example, in a Year 5 class a photocopied template was used to provide the basis for a colour

mixing exercise. This resulted in some very good use of colour and good skills in handling the media, but did not give pupils the opportunity to use their imaginations sufficiently. The work of artists is very effectively used to inspire the pupils, and very good work in the styles of William Morris and Georgia O'Keefe shows how this can help pupils produce some high quality work. Although the subject has improved since the last inspection, there are still not enough opportunities for three-dimensional work.

80. Three lessons in **physical education** were observed during the inspection, all in the junior years. In one games lesson, Year 5 pupils practised their hockey skills through a range of appropriate skills activities and small side competitive games. In dance lessons, pupils learned to control movements and work in harmony with music through some activities based on Tai Chi. Older pupils devised robotic movements following the good use of ICT to show a video of a car factory production line. Although the behaviour of the majority of the pupils is good, those pupils who were not well behaved were not always dealt with effectively. Where it occurred, this had an impact on the learning as the pace and flow of the lesson was disrupted. Teachers do not given sufficient thought to the provision for pupils who are unwell or who have not got appropriate clothing for physical education.
81. The school employs a part-time **music** teacher, who has a very good level of personal expertise, and the evidence of one lesson and a celebration assembly is that this has a very beneficial impact on standards throughout the school. Music has a high profile in the school, often providing a quiet and calming background to activities. Music is played as pupils enter and leave assemblies and this is often linked to the theme of the assembly, and provides a basis for some discussion about the composer or the history of the music, such as Handel's Music for the Royal Fireworks. Pupils have good opportunities to learn to play the guitar or recorder, and after the age of 10 to join a community choir based at the school and involving parents, ex-pupils and present pupils. This enrichment gives those with a particular talent or interest a good opportunity to extend their skills. The subject is used very effectively to promote music from a range of cultures and the performances seen during the inspection show how well music is used to develop pupils' confidence and personal skills.

PERSONAL, SOCIAL AND HEALTH EDUCATION

82. On the evidence available, provision and standards are good in both key stages. The school considers this an important aspect of its work and the curriculum for personal, social and health education is well planned. The policies on drug education and sex education are detailed and each provides sound guidance for the work undertaken with pupils. The teaching and learning in Year 1 and Year 5 are good. Good class management and effective questioning by teachers contribute to an environment where pupils feel able to contribute to discussions. As a consequence, pupils acquire new knowledge and gain in confidence.
83. Citizenship is developed in a number of ways by the school. Work done on the two "School Grounds Days" gives pupils insight into environmental issues and develops a sense of responsibility for the school grounds. Pupils' understanding of citizenship is fostered through links with the community and with charities. There is an active school council and this involves all pupils through a representative system. Pupils discuss issues with their school council representative. The school council has recently been responsible for acquiring and positioning a Buddy Bench in the playground.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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