

INSPECTION REPORT

OAK FARM INFANT SCHOOL

Hillingdon

LEA area: London Borough of Hillingdon

Unique reference number: 102430

Headteacher: Mrs C Shasha

Lead inspector: R B Bonner

Dates of inspection: 26 – 28 April 2004

Inspection number: 264198

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Foundation
Age range of pupils:	3 to 7 years
Gender of pupils:	Mixed
Number on roll:	317
School address:	Windsor Avenue Hillingdon Uxbridge Middlesex
Postcode:	UB10 9PD
Telephone number:	01895 234375
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Brian May
Date of previous inspection:	19 October 1998

CHARACTERISTICS OF THE SCHOOL

Oak Farm Infant School is situated in the London Borough of Hillingdon, in an area of largely privately owned houses, with some housing association properties. The school is very popular in the area and is over-subscribed. The numbers of pupils attending the school have risen significantly since the last inspection. There are currently 317 pupils aged from 3 to 7 on roll, which is much bigger than most other schools of its kind. Two hundred and sixty-nine pupils attend the school full time, and 96 children attend the nursery on a part-time basis. The numbers of boys and girls are reasonably balanced, overall, in the school and between years. Pupil mobility is low. Attainment on entry to the school is broadly average. These standards are slightly lower than those recorded in the previous report. Pupils who attend the school come from a very wide range of ethnic backgrounds. Nearly a quarter are from ethnic minorities, and 19 are at an early stage of English language acquisition, which is much higher than in most schools. The primary languages are Panjabi, Gujarati and Somali. Forty-three pupils have special educational needs (SEN), a below average proportion. Thirteen pupils have a Statement of Special Educational Needs, which is above average. Their needs include autism, Downs Syndrome, complex learning needs and communication and language difficulties. The school received the Investors in People Award in 2002.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25384	R B Bonner	Lead inspector	English Geography History Physical education
9712	J Barber	Lay inspector	
11901	D P Lowe	Team inspector	Foundation stage Science Art and design Design and technology Religious education
32620	O Davis	Team inspector	English as an additional language Special educational needs Mathematics Information and communication technology Music

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Oak Farm Infant School is very effective in its work and provides very good value for money. Standards in the current Year 2 are well above the national average in reading, writing, mathematics and science. Pupils achieve very well as a result of very good teaching throughout the school. Leadership and management of the headteacher are very good.

The school's main strengths and weaknesses are:

- In comparison with similar schools, the 2003 test results in Year 2 were very high in writing (top five per cent nationally) and well above average in reading.
- Very good teaching ensures that pupils of all ability levels achieve very well.
- The very good leadership and management of the headteacher and other key staff result in very good achievement for pupils.
- Teachers and support staff provide very good levels of support and encouragement, which help pupils to engage in their work and achieve very well.
- Pupils behave very well and demonstrate very good attitudes to their work as a result of very good provision for their personal development.
- The school ensures that all pupils have very good access to the opportunities that it provides.
- The school provides pupils with very good support, advice and guidance, which contributes significantly to pupils' achievement.

Since the last inspection, in 1998, the school has made very good progress. Teaching and learning have improved and this has resulted in a rise in standards in the national tests that is above the national trend. The provision for more able pupils has improved, and this has resulted in an increase in the numbers achieving at the higher levels in these tests. Standards in reading, writing, mathematics, science and information and communication technology (ICT), in the current Year 2 classes, are higher than those recorded at the time of the last inspection. Very good assessment procedures are now used effectively to check pupils' progress as they move through the school.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
reading	C	B	B	A
writing	D	A	A	A*
mathematics	D	C	C	C

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

Pupils achieve very well throughout the school because of very good teaching, and the provision of appropriate work that is carefully structured to meet the learning needs of individual pupils. Children enter the school with standards that are broadly average; they make very good progress in the nursery and reception classes, and by the time they enter Year 1 the vast majority achieve the goals children are expected to reach by the end of the reception year, and about a third exceed them.

At the end of Year 2, results in the tests in 2003 were well above the national average in writing, above average in reading and average in mathematics. In comparison with similar schools, standards were very high in writing (top five per cent nationally), well above average in reading and average in mathematics. There were no significant differences between the attainment of boys and girls or of pupils from different ethnic minorities. Over the past five years, the trend in the school's

average National Curriculum points for the core subjects of reading, writing and mathematics has been above the national trend. The school has taken effective measures to raise standards in mathematics; in particular, to improve the numbers of pupils achieving at the higher level (Level 3). Standards have risen in this subject and they are currently well above average, as they are in reading, writing and science.

Pupils' personal qualities are good. The school's provision for pupils' spiritual, moral, social and cultural development is very good. Pupils have very good attitudes. They are keen to come to school, respond well in lessons and are generally attentive and motivated learners. Values are fostered effectively through the caring and supportive relationships that exist between staff and pupils, and the very good example that is set by all those working in the school. Standards of behaviour are very good. Attendance is slightly below average.

QUALITY OF EDUCATION

The quality of education provided by the school is very good. Teaching and learning are very good throughout the school. Teachers and support staff provide very good levels of support and encouragement, which help all pupils to engage in their work and achieve very well. Pupils behave very well and try hard in response to teachers' high expectations. Teachers pay close attention to individual pupils' learning needs, providing them with suitable challenges which build effectively on their previous work. The curriculum is very good. Opportunities for curriculum enrichment are good. Educational visits and visitors, linked to pupils' learning needs, enhance the breadth and quality of their experiences. The provision for pupils with special educational needs is very good. The school provides pupils with very good care, guidance and support. It works well in partnership with parents and the community, and it has very good links with other schools.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The leadership and management of the headteacher are very good. The leadership of other key staff is also very good. The headteacher and the senior management team have been particularly successful in promoting a very positive ethos in which all pupils are able to flourish. Governance is good. The school governors understand the school very well, are committed to its development, and ensure that all statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are well satisfied with the school. They report that their children like school, and that the arrangements for their children to settle into school are particularly good. They think that teaching is good and that their children are making good progress because the teachers expect them to work hard. A few parents were concerned about harassment, but behaviour during the inspection was very good. Pupils also show good levels of satisfaction. They comment particularly on how hard they have to work and how well their teachers help them with their work and if they are worried.

IMPROVEMENTS NEEDED

There are no significant development points, but there are a few minor issues that the school could add to its improvement plan.

- Further develop the roles of foundation subject co-ordinators.
- Plan more systematically for pupils to use their literacy, numeracy and ICT skills in other subjects.
- Improve levels of attendance.
- Improve the presentation of pupils' work.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement¹ throughout the school is very good for all groups of pupils. Standards in the current Year 2 are well above average in reading, writing, mathematics and science and above average in ICT.

Main strengths and weaknesses

- Standards are well above average and pupils of all abilities achieve very well.
- Test results in 2003 in writing were well above the national average and very high (top five per cent nationally) when compared with similar schools; and in reading they were above the national average and well above average when compared with similar schools.
- The school's average National Curriculum points for the core subjects of reading, writing and mathematics was above the national trend.

Commentary

1. When children join the school in the nursery many are achieving standards, in most areas, that are in line with those normally expected for children of this age. Children achieve very well in the nursery and reception classes and by the time they enter Year 1 attainment is above the expected standard.

Standards in national tests at the end of Year 2 – average point scores in 2003²

Standards in:	School results	National results
reading	16.9 (16.5)	15.7 (15.8)
writing	17.2 (15.8)	14.6 (14.4)
mathematics	16.6 (16.9)	16.3 (16.5)

There were 90 pupils in the year group. Figures in brackets are for the previous year.

2. At the end of Year 2, results in the tests in 2003 were well above the national average in writing, above average in reading and average in mathematics. In comparison with similar schools, standards were very high in writing (top five per cent nationally), well above average in reading and average in mathematics. There were no significant differences between the attainment of boys and girls or of pupils from different ethnic minorities. Over the past five years the trend in the school's average National Curriculum points for the core subjects of reading, writing and mathematics was above the national trend.
3. Teacher assessments in science showed the proportion of pupils achieving the expected level (Level 2) was well above the national average and the proportion of those achieving the higher level (Level 3) was very high. In comparison with similar schools, the proportion of pupils achieving the expected level (Level 2) was well above the national average, and very high for those that achieved at the higher level (Level 3). Teacher assessments for all subjects accurately predicted the percentage of pupils who were likely to achieve the expected level (Level 2), but over-estimated the proportion that was likely to achieve at the higher level (Level

¹ Achievement is a measure of how well pupils are doing, taking their progress and their capability into account.

² The tables shown in this commentary give average points scores for pupils. Each level in the National Curriculum is given a number of points. Pupils are expected to move on one point every term, so if a school's scores are one point above the national, their pupils are, typically, a term ahead.

- 3). The school recognised that the teacher assessments in this aspect were too high and has improved the rigour of its procedures, and these are now very good.
4. Since the last inspection, the headteacher and staff have worked effectively to raise pupils' achievements through a wide range of measures, which have included:
- improvements in the provision for more able and talented pupils in English, mathematics and science, which has resulted in an improvement in the percentage of pupils achieving at the higher level (Level 3).
 - improvements in the quality of teaching and learning as a result of rigorous monitoring through specific performance management targets.
 - the implementation of rigorous target-setting systems that are used effectively to check pupils' progress as they move through the school.
 - improvements in teachers' planning and teaching methods that take into account the learning needs of individual pupils.
 - a greater involvement of pupils in their learning by sharing targets and ensuring that they are involved in knowing what they are learning and why.
5. Following the national test results in 2003, the school recognised the need to raise standards in mathematics; in particular, to improve the numbers of pupils achieving at the higher level (Level 3). In order to achieve this, the subject co-ordinator has provided particular lessons to extend the more able mathematicians in Year 2. Specific additional activities are identified in teachers' plans, which ensure that more able pupils are challenged, and a mathematics club is held on a weekly basis for more able mathematicians in Year 2. This work is now bearing fruit, and, current standards in writing, reading, mathematics and science are all well above the national average. Pupils achieve very well in all of these subjects because of the very good teaching they receive, which meets their diverse learning needs effectively.
6. The school is particularly successful in promoting very good achievement for pupils with special educational needs (SEN). This is because of the very good quality of the school's provision in meeting their particular needs. Pupils with SEN are identified at an early stage. Detailed individual education plans clearly focus on areas for improvement. All make very good progress because they receive very good support in lessons and when they are withdrawn for additional work with the co-ordinator for special educational needs (SENCO).
7. Pupils who speak English as an additional language (EAL) are identified early and provided with very good levels of support that enable them to achieve very well. The school's results in the national tests at age seven shows that a very large proportion of these pupils and those with SEN reach the nationally expected standards in reading, writing, mathematics and science.
8. Gifted and talented pupils achieve very well because teachers provide them with appropriately challenging work in class, and subject co-ordinators take groups of these pupils for additional English, mathematics and science lessons.
9. Standards in information and communication technology (ICT) are above average and pupils achieve well. Standards are higher than those recorded at the time of the last inspection, as a result of improvements in the quality of teaching and resources. During this inspection, other subjects of the curriculum, including religious education, were sampled, and so there is insufficient evidence to make a judgement on standards or pupils' achievement.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. Their spiritual, moral, social and cultural development is very good. Attendance is slightly below average but punctuality is satisfactory.

Main strengths and weaknesses

- Pupils' very good behaviour and positive responses in lessons contribute to their very good achievement.

- The school's high emphasis on respect for others underpins the very good relationships evident throughout the school.
- Pupils have a very good appreciation of the diversity and needs of other pupils in the school because they respond very well to the spiritual, moral, social and cultural provision of the school.
- Unauthorised absence is higher than would be expected.

Commentary

10. Attitudes to learning are very good throughout the school. Children make a good start in the nursery and reception classes. They are confident, quickly settling into school routines. They establish very good relationships with each other, with adults and with visitors to the classroom. They are used to working independently and in small groups. They concentrate and complete the task in hand, asking for help when needed; for example, when describing words to use in a written task. They are continually encouraged to feel confident about what they achieve and so, by the time they leave the reception class, the vast majority achieve the goals they are expected to reach in personal, social and emotional development.
11. These positive attitudes continue as they progress up the school. The pupils become increasingly independent and self-confident; for example, when selecting suitable materials for their work. When they are asked to work in groups or pairs they do so willingly, encouraging and supporting each other positively. They wait patiently for their turn; for example, in physical education lessons and when working on computers with a partner. Pupils often demonstrate good skills of negotiation; for example, when deciding the main characters of a story or how a story-line should develop. In lessons, they listen attentively and most are keen to answer questions.
12. Pupils' behaviour in the classrooms and around the school is very good. The school has clear expectations of behaviour, which the pupils understand and respect. Each class has formulated its own classroom rules. Pupils are kind and helpful to each other and co-operative. Older pupils look after younger ones and are sensitive to their needs and feelings.

Exclusions

13. There were no exclusions recorded for the reporting year.
14. Pupils respond very well to the school's very effective provision for their spiritual, moral, social and cultural development. The sensitively delivered assemblies, structured religious education programme, the experience of working with a variety of other pupils in groups, and the high profile given to respecting others, enable pupils to appreciate and value differences represented in the school community. The school has a very inclusive approach to pupils from ethnic minorities and to those with SEN and EAL. These pupils are fully involved in all aspects of school life. Relationships at all levels throughout the school are very good. The staff treat pupils with respect and this example is followed by the pupils who are sensitive to the needs of others. Pupils with Statements of Special Educational Need are treated with great patience and kindness by their peers. The staff, both teaching and non-teaching, know the pupils very well. Good communication amongst them ensures that any problems are quickly recognised and early action is taken to remedy them. No evidence of bullying was seen during the inspection, and parents are satisfied that this is not a problem at the school.
15. Pupils have a very good appreciation of what is right and wrong and reflect the fairness and caring attitudes displayed by their teachers. Teachers encourage pupils not only to express their own feelings, but also to consider and respect those of others. Opportunities are provided in all classes for pupils to organise their work, finding and clearing away resources and helping with classroom jobs. They perform these duties sensibly and efficiently. Pupils participate in the life of the community; for example, singing at the local residential home and by collecting money for local charities. Through their history, geography and religious education lessons pupils learn something of the richness and diversity of other cultures. For

example, during the Hindu festival of Diwali, celebratory food was prepared and a member of staff wore her sari. The local church is a rich resource for learning about their Christian heritage and pupils make regular visits. Local vicars often visit the school.

16. Attendance is very slightly below the level that would be expected in a school of this type. The unauthorised absence is high owing to a minority of parents not always informing the school about the reason for their child's absence, and in some cases taking extended holidays. However, there are clear procedures for following up any absence. Registers are called on time and completed according to statutory requirements. Pupils answer politely and are encouraged to do so in different languages, and this creates an ordered environment in which to start teaching sessions.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	94.0	School data	0.8
National data	94.2	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is very good. Teaching and learning are very good. The breadth of curricular opportunities is very good, and opportunities for enrichment are good. Accommodation and resources are very good, overall. The care, support and guidance provided for pupils are very good. Links with parents and the community are good and those with other schools very good.

Teaching and learning

Teaching and learning are very good throughout the school. Assessment is very good.

Main strengths and weaknesses

- Very good teaching enables pupils of all ability levels to achieve very well.
- Teachers pay very close attention to the pupils' needs in their planning, providing them with suitable challenges that build effectively on their previous work.
- Pupils learn effectively through the provision of a very wide range of enjoyable and practical activities that engage them effectively in their learning.
- Teachers and support staff provide very good levels of support and encouragement, which help pupils to engage in their work and achieve very well.
- Pupils behave very well and try very hard in response to teachers' very high expectations.
- There are very effective procedures that enable teachers and support staff to measure the progress of each pupil.

Summary of teaching observed during the inspection 37 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (5%)	20 (54%)	13 (35%)	2 (5%)	0 (0%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

Commentary

17. The teaching is very good, overall, and ranges from satisfactory to excellent. There is no unsatisfactory teaching. The teaching in most of the lessons seen was very good. This is a considerable improvement on the quality of teaching observed at the time of the previous inspection when nearly half of the teaching was good, one in five lessons was very good, and there was a small amount of unsatisfactory and poor teaching.
18. There are certain features that are common to many of the very good lessons. These lessons are very well planned, with the needs of individual pupils in mind. Pupils learn through a range of enjoyable and practical activities that effectively engage their interest and stimulate their natural curiosity. In a lesson in the nursery, for example, the teacher shared a selection of fruit with the children to examine, using all their senses to investigate and explore. The teacher promoted their skills of speaking and listening effectively as she encouraged discussion about the similarities and difference between fruit and vegetables. There was particular excitement when the teacher 'popped' open a pea pod, and the children saw what was inside. In many of these very good lessons teachers continuously change the level of challenge in each group; as pupils succeed with one activity they are given increasingly demanding tasks to undertake. Through their detailed planning teachers ensure that pupils are provided with work that builds effectively on their previous learning, and enables them to achieve very well.
19. Teachers have very good knowledge of the subjects they teach, which is exemplified by their clear explanations and demonstrations enabling pupils to make connections with their previous learning and to achieve very well. In a very good ICT lesson in Year 1, for example, the teacher ensured that all pupils were attentive and listening carefully so that best use would be made of the learning opportunity. Effective direct teaching was well illustrated, using an interactive whiteboard and individual pupils to exemplify the teaching points. The teacher created a positive climate for learning where pupils were collaborating well, as they developed storyboards for a fantasy story. Good pace was maintained throughout the lesson and pupils responded positively to the teacher's high expectations and achieved very well.
20. Lessons usually provide a very good atmosphere for learning. Pupils have the confidence to try things out, attempting an ambitious answer or putting forward an opinion, secure in the knowledge that the reactions of both teacher and fellow pupils will be sensitive and supportive. Teachers throughout the school set very high expectations of pupils and the effectiveness of their work can be clearly seen in the very good standards of behaviour and the very positive attitudes of the vast majority of pupils in the school. All teachers and support staff provide pupils with a very good level of support and encouragement, and use a range of effective strategies to engage them in their learning.
21. Teachers also use resources very effectively in their lessons. This is best illustrated in an excellent history lesson in Year 2. The teacher received an animated response from pupils during an exciting lesson about the Victorians when she used a very wide range of artefacts and photographs to bring the topic alive. Throughout the lesson the teacher asked challenging questions, carefully tailored to the ability of each group, thereby stimulating pupils' interest, probing their understanding, and promoting key skills of historical enquiry effectively. Pupils thoroughly enjoyed handling the artefacts, examining the photographs, recording their observations and making links with their past learning.
22. Weaknesses in teaching relate to individual lessons, and are not found in all classes. These relate to minor weaknesses in questioning, missed opportunities for pupils to revise their work and evaluate their progress at the end of the lesson, and insufficient attention given to the teaching of subject specific skills, for example, in art and design.
23. Part of the reason for pupils' very good level of achievement is the secure way that teachers and teaching assistants monitor and target every pupil. There are very effective procedures in place that enable teachers and support staff to assess how well each pupil is doing so that

realistic targets are set for them. These targets are shared with the pupils, so that they understand what is expected and at what stage in the year. For example, the pupils are assessed at the end of each term in writing, number and science, and staff meet in year groups to look at pupils' work so that there is agreement about how to measure National Curriculum levels. Information from reading tests is analysed very carefully to check the range of strategies pupils use when reading, and how well they understand the text. In addition to this, teachers keep detailed assessment records in their classrooms, which can be accessed by other teachers and support staff. This information is used very well to plan future lessons and to identify the learning needs of individuals.

24. Pupils with SEN and EAL are taught very well. Teachers plan lessons which contain learning objectives and tasks that are matched to the pupils' individual education plans (IEPs), enabling them to achieve very well because the work is matched appropriately to their abilities and needs. The school uses its many skilled teaching assistants as the main support for pupils with SEN in the classroom. Teaching assistants provide very good support in lessons, allowing pupils with SEN to benefit from the general work of the class and to achieve as well as other pupils. The full-time SENCO teaches individual pupils using an internationally recognised reading and writing programme. Her teaching is very good and sometimes excellent, resulting in these pupils making very good progress. Pupils with EAL are very well supported in class by the class teacher and teaching assistants and, as a consequence, make very good progress in their learning.

The curriculum

The school provides a very good curriculum. It is broad, balanced and enriched and is made relevant to pupils' abilities and needs. Accommodation and resources are very good.

Main strengths and weaknesses

- Provision for personal, social and health education (PSHE) is very good and its effect is evident in all aspects of school life.
- The school caters very effectively for pupils with special educational needs, and enables them to achieve very well.
- Very good accommodation and resources support the teaching of an enriched curriculum.
- The school ensures that all pupils have very good access to the opportunities that it provides.
- There is capacity for the school to further develop the use of literacy, numeracy and ICT skills across the curriculum.

Commentary

25. The curriculum is child-centred and all pupils have access to a broad and balanced curriculum, including religious education. Children in the nursery and reception year make a very good start to their learning in a stimulating learning environment. The school is innovative in its approach to the curriculum. In the Foundation Stage, play and active learning, based on individual children's needs, are essential parts of the learning process. In Years 1 and 2, pupils are encouraged to make choices and to take some responsibility for their own learning. This empowers them and builds up their self-esteem. The quality and range of opportunities provided are very good and the school has begun to develop links between subjects, in order to make learning more coherent. However, insufficient formalisation means that opportunities to develop pupils' literacy, numeracy and ICT skills across the curriculum are sometimes missed.
26. Provision for pupils' personal, social and health education is very good and is incorporated into all areas of learning. Equality of access and opportunity is very good for all pupils. Individual differences in terms of race, class, disability, background and gender are positively acknowledged and reflected in the curriculum. Pupils are encouraged to make choices, express opinions, and respect other people.

27. Preparation for pupils' transfer from the playgroup to the nursery, and from one year group to another is very good. The transfer of pupils in Year 2 to the junior school is accomplished very efficiently. The very effective programme of visits and activities involving staff, parents and pupils enables pupils to transfer seamlessly and happily.
28. Opportunities for curriculum enrichment are good. Educational visits and visitors, linked to pupils' learning needs, enhance the breadth and quality of their experiences. The school organises well-attended computer, singing and French clubs, which are enjoyed by those who attend. Pupils visit the local library and churches, and the school maximises its proximity to the capital city's rich cultural heritage by organising visits to the Tate Gallery, the National Portrait Gallery and several museums.
29. The provision for pupils with SEN is very good. The school provides very effectively for pupils with SEN through a three-tier programme of increased intervention that enables them to achieve very well in their learning. Provision consists of a mixture of work that is very well matched to the learning needs of individuals, who are very well taught in class and in withdrawal groups. Individual education plans place proper emphasis on improvements in literacy and numeracy, although some relate to improvements in behaviour.
30. The match of teachers and support staff to the curriculum is very good. All staff have a broad range of knowledge and experience, enabling all areas of the curriculum to be covered securely. Teaching assistants play a valuable part in helping pupils who experience difficulties to access the curriculum. Accommodation, including the extensive school grounds, is very good and is used imaginatively. The stimulating outdoor area is well used as an extension to the classroom. However, space within the building is only just sufficient but is used to the full. The school feels that it would benefit from additional accommodation for small groups, and a sensory room for pupils with autism. There are plans to update the toilets. Resources are very good in the Foundation Stage, and good in Years 1 and 2. Computer facilities are very good and have contributed to the improved standards in ICT.

Care, guidance and support

The pupils' care, welfare, health and safety are very good throughout the school. The school provides pupils with very good support, advice and guidance, and involves them well in its work and development.

Main strengths and weaknesses

- Pupils learn in an effective, very caring and supportive environment, which promotes meaningful relationships with adults.
- The very good induction arrangements enable children to settle into school very quickly.
- Adults working in the school are very good role models and make a significant contribution to pupils' personal development.

Commentary

31. The school is inclusive, with many very good features in the way pupils' well-being, general care and safety are promoted in the school. Provision for pupils' support, guidance and welfare is very good. Procedures for monitoring the progress of pupils are very good and consistent throughout the school. The deep understanding and knowledge of pupils evidenced by staff ensures that the personal development of each pupil is also monitored very well. Attendance is carefully monitored and procedures are in place to improve the level of attendance throughout the school. Very effective systems ensure that children, including those with EAL, settle quickly into school.

32. Very good systems are in place for the identification and tracking of pupils with SEN. The school complies with the Code of Practice and works well with the many outside agencies serving the varied needs of its pupils. The monitoring and recording of pupils with a Statement of SEN is very good and the review process meets requirements effectively.
33. The ethos of the school is conducive to very good behaviour. This is reinforced by clearly understood and effective rewards and sanctions, which are in turn, underpinned by well-negotiated class rules. Bullying and oppressive behaviour are not a problem. On the rare occasions when such isolated incidents occur, they are well handled.
34. The pastoral care is very good. The very good relationships between staff and children enable pupils to build trusting relationships with one or more members of staff. This is helped by the continuity of care, with teaching assistants doubling as supervisors during the lunch-time break. There are very good procedures for getting to know the children and their parents before they start school and for supporting them throughout their time at school. Pupils are consulted and their opinions valued, for example, over the provision of items of play equipment.
35. The school follows county guidelines on child protection. Procedures for child protection and health and safety checks are very good. The SENCO is the named person with the responsibility for child protection and is well trained and informed. Clear guidance exists for staff and all staff are aware of their responsibilities in this area.
36. The health and safety of pupils has a high priority. The school promotes the health of pupils by encouraging them to drink regularly from individual water bottles in the classrooms, and an insistence on nutritious break-time fruit snacks. Regular safety and security checks ensure that potential problems are rectified with minimum delay. Procedures for dealing with accidents are well known to staff and pupils and the welfare officers are trained first-aiders. There are very good first aid and medical procedures that are conducive to the well-being of pupils in all situations. An example of this is the use of photographs of pupils who have conditions for which the school holds medication, including asthma, alongside detailed information about the condition and symptoms.

Partnership with parents, other schools and the community

The school works well in partnership with parents, other schools and the community. Communications between parents and the school are good and parents think highly of the school. The school has good links with the local community. There are very positive links with the junior school, ensuring a smooth transition when pupils transfer.

Main strengths and weaknesses

- Information for parents is detailed and informative and procedures to ensure the satisfaction of parents are good.
- Communications between parents and the school are good and parents think highly of the school.
- There are very positive links with the junior school, ensuring a smooth transition when pupils transfer.

Commentary

37. Partnership with parents and the community is good. Information provided for parents is good and most parents feel that they are well informed. Parents appreciate the useful information about the school and its activities provided in the prospectus and the many informative induction booklets issued when pupils start in the nursery and reception classes. The Nursery staff visit the children's homes prior to them starting school, to encourage mutual understanding of the education process. Effective induction procedures are well-established, both from the school's nursery to reception classes and from a nearby nursery school. A summary of the topics to be covered is sent to parents to enable them to be more involved in

their children's learning. Attractive newsletters ensure that parents are fully aware of all events, whether they are social, fund-raising or curriculum-related. An active Parent-Teacher Association, 'Friends of Oak Farm', jointly run with the Junior School, provides good financial support.

38. The involvement of parents and other members of the local community is good and enriches provision. Parents regularly provide extra help in the classrooms; assisting with activities such as cooking, sewing, library, reading and table games. Parents are invited into school to share celebrations such as harvest, Christmas and birthday assemblies. Pupils regularly take home reading books, and this is organised with reading diaries. These provide an effective channel for communication between school and home and are used not only to detail reading progress but for other exchanges of information as well. This establishes a very effective partnership between parents and the school. The parents are consulted and their opinions taken into account. Any complaints are resolved promptly. The views of both parents and their children are actively sought through regular contact.
39. Parents of pupils with SEN are kept informed about their child's progress. Parents and pupils have good opportunities to discuss targets and reviews of individual education plans with teachers and the SENCO. The school has a well-deserved reputation with parents as a school that caters very well for pupils with SEN.
40. The school has forged particularly good links with the junior school, situated on the upper floor. The very good liaison between the two schools is greatly enhanced by the work of the shared governing body. Exchange visits for both teachers and pupils ensure a smooth transition at Year 3. The curriculum links enhance the range of learning opportunities for pupils and enable staff to share and extend their expertise. The school provides teaching practice opportunities for students from Kingston University, work experience placements for students from local colleges and hosts students taking qualifications in nursery nursing from the Uxbridge Academy.
41. The school also works in partnership with Age Concern on the 'Time Traveller' project. This involves older members of the local community visiting the school regularly and joining the children in a variety of activities. The school is let out to the local community for drama workshops and various group meetings. The grounds are used for cycling proficiency testing. Good quality after-school care is provided in the After School Club. Many pupils show a growing awareness of the needs of others, partly due to the school's support for various charities. These are often less well-known local charities, to make sure that they are more relevant to the children's experience. They include the Paediatric Unit of Hillingdon Hospital and Holidays for Children with Special Needs.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The headteacher provides very good leadership, and is very well supported by key staff. Governance of the school is good.

Main strengths and weaknesses

- The very good leadership and management of the headteacher and other key staff result in very good achievement for pupils.
- The governing body is supportive and makes a good contribution to the school's work.
- The leadership and management of English, mathematics and science are very good, but could be further strengthened in other subjects.

Commentary

42. The headteacher provides very good leadership for the school. She has a clear sense of purpose, and has succeeded in creating a very effective team who work together very well and inspire, motivate and support other members of staff. All school staff and governors are involved in the school's development planning process, and the resulting school development plan, which clearly reflects the school's ambitions and goals, is monitored effectively. The school is characterised by a very positive sense of teamwork, centred on raising achievement through teaching that caters for the different learning needs and styles of individual pupils. Of particular importance is the promotion of inclusion and the opportunities for all pupils to do their best. The school's good reputation in this respect is well deserved.
43. The senior management team members led by the deputy headteacher, provide very good leadership and management and, in association with the headteacher, work effectively to bring about school improvement through school self-evaluation and the school's performance management procedures. The monitoring and evaluation of teaching and learning are woven successfully into the strategic development of the school, and inform the professional development of all staff. Staff new to the school, particularly the newly-qualified teachers, speak positively about the very good level of support they have received.
44. The Foundation Stage co-ordinator provides very good leadership and management. The very high quality of teaching by the Foundation Stage staff, working together as a team led by the highly skilled and knowledgeable co-ordinator, is the key to the children's success and achievement. The SENCO also provides very good leadership and management. Her expert knowledge, often excellent teaching of pupils with SEN, guidance and support for teachers and teaching assistants results in very good provision for pupils with SEN. She has forged effective links with external agencies, such as the educational psychologist and Learning Support Services of the local education authority. She has also been very effective in her role as co-ordinator for EAL. The progress of pupils at the early stages of English language acquisition is monitored effectively against individual targets. The co-ordinator liaises well with staff to ensure that pupils receive appropriate levels of support ensuring that they make very good progress in their learning.
45. Subject co-ordinators in English, mathematics and in science provide very good leadership and management by monitoring the quality of teaching and learning in their subjects. Their findings inform their annual subject action plans. These provide a clear sense of direction for the improvement of provision for their subjects. The analyses of assessment information are used effectively to identify weaknesses in learning and to target teaching. Co-ordinators of other subjects generally provide good leadership and management but their roles could be further strengthened, for example, by systematically monitoring standards.
46. The governing body provides a good level of challenge and support to the school and carries out its statutory duties well. Governors have a very clear understanding of the strengths and weaknesses of the school as a result of the monitoring undertaken by individual governors and committees of the governing body. For example, the curriculum committee receives written reports from curriculum co-ordinators and has interviewed the co-ordinators for mathematics, science, ICT, and SEN about the quality of provision in their areas. The finance committee closely monitors spending with the headteacher and bursar to ensure that spending decisions reflect the school's educational priorities well. The school's budget is managed well. The school evaluates spending carefully and applies 'best value' principles very well. The balance carried forward is higher than usual because of money carried over for a particular capital expenditure building project.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	791,555
Total expenditure	778,175
Expenditure per pupil	2,455

Balances (£)	
Balance from previous year	78,181
Balance carried forward to the next	91,561

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **very good**.

Standards on entry to the nursery match expectations for children of this age. Children make very good progress and achieve very well in the six areas of learning. The very stimulating learning environment encourages choice and develops independence. Very good support for pupils with Statements of SEN enables them to achieve very well. The 20 per cent of children for whom English is an additional language make very good progress, as a result of very good support. Standards at the end of the reception year are above those expected for children of this age in the six areas of learning, detailed below, due to the very good provision in the Foundation Stage. By the time they enter Year 1 the vast majority are likely to achieve the early learning goals in all areas of learning, with about a third of children exceeding them.

The very good leadership and management of the Foundation Stage have led to highly effective teamwork, and a well planned and enriched curriculum, which inspires children's interest. Very good teaching leads to very good learning. Strengths of teaching are very good planning, encouragement of independence and choice, and the very good contribution of nursery nurses and teaching assistants. The level of care and the quality of support are very good. Regular assessment of children's learning needs informs curriculum and lesson planning very effectively, enabling staff to identify and respond swiftly to children's individual needs. The outdoor area is used very well to extend children's learning. Improvement since the last inspection is very good.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Very good induction procedures enable children to settle quickly into routines.

Commentary

47. Sensitive and well-planned induction procedures, in partnership with parents, enable nursery children to make a very good start to their learning. Carefully planned activities focus upon children's individual needs to ensure that they have the same opportunities to be fully involved in all learning activities. Children are encouraged to initiate ideas and to develop independence when learning through a variety of challenging tasks. The appropriateness of these activities is apparent in children's positive response and perseverance, and the speed with which they quickly become independent users of the classroom and the outdoor area.
48. Children in the reception year are encouraged to manage their own time and they learn to select and use resources independently. As they take part in group discussions and activities, they become more sensitive to the needs of others. Their increasing sense of responsibility is seen in the way that they put away resources at the end of each activity. Most children understand the difference between right and wrong and gradually accept the need for a common code of behaviour. They explore their feelings and those of others and begin to understand that people have both similarities and differences and need to be treated with respect.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Speaking, listening, reading and writing skills are taught very well.

Commentary

49. In the nursery, there are many opportunities for children to improve their language skills. There is a strong emphasis on sounds and letter shapes, which is reinforced through computer programs. Children are encouraged to express their ideas and to respond to questions. During their topic on planting and growing, they develop an awareness of different purposes for writing, for example, seed packets, books, shopping lists, receipts, labels and instructions. They develop their language through role-play, listening to stories relating to growth and sequencing pictures from 'Jasper's Beanstalk'. In describing the growth of a bean, they predict what might happen next. They talk confidently about the differences between fruits when making fruit salad. Sessions are structured to provide time for sustained concentration, individual choice and decision-making.
50. The National Literacy Strategy is introduced gradually in the reception year, in preparation for its full introduction in Year 1. Children extend their vocabulary and use a widening range of words to express their ideas. They develop their reading skills, through listening to traditional stories and poems, reading individually to adults and using non-fiction texts for information. When listening to the story of 'The Hungry Caterpillar', they commented on the events and recalled them in sequence. There are many opportunities for children to write and, by the end of the Foundation Stage, they form letters well and are beginning to write simple sentences. They increasingly use their knowledge of letter sounds to attempt to write more complex words, and show an awareness of capital letters and full stops to demarcate sentences.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Children's mathematical skills are developed very well through practical activities.

Commentary

51. Children in the nursery develop mathematical language well through play. They enjoy counting and are beginning to recognise and order numbers 1 to 5 and, in some cases, 1 to 10. When ordering plant pots by size, they use the language of size - 'big', 'little', 'tall' and 'short' - and make comparisons. They begin to order items by length, height and size. Children are introduced to the vocabulary of time, days of the week and night and day. Most children understand 'more' or 'less' when dealing with small numbers. They sort objects by colour and shape, and make repeating patterns. Many children can describe the properties of simple shapes. Through sand and water play, they develop an understanding of quantity and measurement.
52. The National Numeracy Strategy is introduced in the reception year in preparation for learning in Year 1. Oral work is reinforced through practical activities. Children learn the days of the week, and begin to understand the meaning of 'yesterday' and 'tomorrow'. Most children recognise numerals to twenty and count reliably up to 10 objects. They count in twos and tens and compare groups of objects, saying whether they have the same number, or 'more

than' or 'less than'. Most children are beginning to use the vocabulary involved in adding and subtracting and to relate addition to counting on. As they fill containers with water or sand, using words such as 'heavier' and 'lighter', they develop an understanding of capacity and weight.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- A very good range of practical activities help develop children's understanding and use of the senses.

Commentary

53. Children in the nursery explore the grounds at different seasons. They use their senses to investigate living things, make broad observations and record them pictorially through charts, pictograms and graphs. When planting seeds in the garden, they make simple predictions about their growth. Their interest in why things happen and how things work increases and they use the computer and programmable toys to support learning. Children use a range of tools, materials and equipment safely. They use magnifiers to examine seeds and a digital camera to record the growth of plants and their work on sorting beans and seeds.
54. In the reception year, children show a developing understanding of the past. During their walks around the local area, and visits to the local library, they learn to describe a route and identify landmarks and natural features. In learning about the life cycle of the butterfly, they look closely at similarities, differences and patterns, and change and consolidate their understanding through a linked computer program. Children use magnifiers to observe mini-beasts, and computers to support the development of reading, phonics, writing, number, sorting, matching, and word processing skills. They learn about the beliefs and traditions of different cultural groups.

PHYSICAL DEVELOPMENT

Provision in physical development is **very good**.

Main strengths and weaknesses

- Children are given many opportunities to respond to rhythm and music.

Commentary

55. Children in the nursery learn to respond to rhythm, music and stories through movement and learn to start and stop, on request. They negotiate space successfully, adjusting speed and changing direction in the well-equipped outdoor area. Children learn to move with confidence, imagination and safety in vigorous activity, creative contexts and play. They begin to retrieve, collect and catch objects. With support, they engage in activities requiring hand/eye co-ordination and use one-handed tools and equipment safely. They respond to, and use, appropriate vocabulary.
56. Children in the reception year demonstrate their ability to move with developing confidence, imagination, control and co-ordination, and an awareness of others, in the hall and outside. Climbing equipment is used safely. Children use a range of body parts, as they travel along, over and under a range of equipment. Their throwing and catching skills develop, and they

learn to control a ball. Their awareness of the importance of exercise develops. Physical skills in the classroom are taught well and children demonstrate increasing control in handling tools and objects safely.

CREATIVE DEVELOPMENT

Provision in creative development is **very good**.

Main strengths and weaknesses

- There are many opportunities for imaginative and creative development.

Commentary

57. Children's creativity in the nursery is developed within stimulating, well-resourced learning areas. They experiment with colours to see how they can be mixed and changed. Using a variety of objects and techniques, they create patterns and pictures. With guidance and support, they develop the ability to cut and join a variety of materials. The very good practice of adults talking with children, as they work alongside them, results in children improving their language skills and constantly widening their vocabulary. Children respond imaginatively to music, songs and rhymes with simple body movements and use instruments to accompany songs. They were particularly thrilled with the 'tune' they made by pressing the keys on a piano accordion.
58. Children in the reception year explore texture, shape and form in two and three dimensions. Very good planning ensures that all activities have well-defined learning objectives. Children work well together in groups as they develop their ability to draw, paint and make models. They use their own joining methods to make a caterpillar, and create pictures with symmetrical fruit and vegetables. Children express their ideas in dance and accompany music with their bodies, voices and percussion instruments. They explore loud and quiet sounds and sing simple songs from memory.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Standards in speaking and listening, reading and writing in the current Year 2 classes are well above the national average.
- The very good teaching enables pupils to achieve very well.
- Recent initiatives have been particularly effective in raising standards in writing.
- Teaching assistants contribute significantly to the pupils' learning and achievement.

Commentary

59. The school has improved on the above average standards which were found at the previous inspection. Standards are currently well above average in writing, reading and speaking and listening. Weaknesses in the provision in writing for the more able that were identified in the previous report have been tackled effectively. The school's successes in this area are exemplified by the sharp rise in standards and the high numbers of pupils now achieving at the higher level (Level 3).

60. Teaching and learning in all aspects of English are very good. Teachers demonstrate a very good command of this subject, which is exemplified by their clear explanations, enabling pupils to make connections with their previous learning and to achieve very well. Teachers present lessons in a variety of ways which capture pupils' interest and encourage them to be involved in their learning. Teachers have very high expectations, and, in response, pupils listen very well in their lessons and try hard. The teaching assistants are well trained and support the pupils very effectively in all aspects of English. They develop very good relationships with the pupils, and these help foster positive attitudes to learning. This is particularly the case for pupils with SEN and EAL. There is very good teamwork between the teachers and assistants, which not only enhances the pupils' learning but also provides a very good role model for the pupils.
61. Pupils participate well in discussion work and are articulate, demonstrating a good command of spoken English. Teachers often provide pupils with very good opportunities to share ideas in pairs and in groups; these promote their spoken vocabulary and increase their confidence. A particularly good example was seen in a lesson in a Year 2 class where pupils enjoyed taking part in a 'hot seat' discussion. This involved one pupil taking the role of a character from a book, who answered questions on what decisions he had taken about *The House Cat* and why.
62. Pupils enjoy reading, and read confidently and accurately. The most able pupils read fluently and expressively with good intonation to enhance meaning. They change voice to note changes in speaker, and demonstrate good insight into the behaviour and attitudes of the key characters in the books they have read. Average and less able pupils retell the stories they have read in good detail, and use their knowledge of sounds to help with their reading of new and more difficult words. Pupils are taught very well to use a range of strategies to work out unfamiliar words, and to improve the accuracy of their spelling. In one lesson, for example, pupils clapped the number of syllables in a word, and used these 'chunks' to read and spell some difficult words. As a result of this very good teaching, pupils spell most common words accurately, and their spelling of more difficult words shows a good grasp of letter sounds. Teaching assistants maintain very detailed records of pupils' reading habits and their achievements, and the individual pupils' reading records form a good line of communication between the school and parents, and are well used. The school analyses results from reading tests very well to check the range of strategies pupils use when reading and their comprehension levels, and thereby ensure that individuals are making the progress they should.
63. Pupils write stories with a clear beginning, middle and end, with evidence of extended sentences using words such as, 'because' and 'suddenly' to link ideas. More able pupils explore the feelings and emotions of the characters they are describing and are beginning to use a wider vocabulary to create interest, using words such as 'slithered', 'awful' and 'screamed'. The most able write fluently, creating tension and excitement. Less able pupils find it much easier to write accounts, recording their ideas coherently, and in the correct order. The skills of story writing are taught very well, with teachers making particularly good use of computer programs to develop pupils' awareness of story structure. In a very good lesson in a Year 1 class, for example, pupils constructed storyboards for a fantasy story, choosing scenes and characters, and discussed how the story would unfold. Pupils punctuate their work accurately, with a developing awareness of speech and exclamation marks. These developments are very well taught in lessons, where teachers draw pupils' attention to punctuation in the texts they are studying. Pupils' handwriting is generally well-formed and joined, but they do not always take sufficient care with the presentation of their work.
64. Leadership and management of the subject are very good. This subject is being led temporarily by the headteacher, who has a very good insight into the standards pupils are attaining and the progress they are making. She has been instrumental in implementing and monitoring the changes that have led to the significant rise in standards in writing, and has a clear view of where further improvements need to be made.

Language and literacy across the curriculum

65. There are currently good opportunities for pupils to use language and literacy skills in other subjects of the curriculum, but these could be planned more systematically. In science, pupils have recorded the results of their experiments, and in religious education where they have written about stories from the Bible and produced accounts of important festivals. However, in geography for example, there tends to be an over-dependence on worksheets with insufficient opportunities for pupils to record work in their own way.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards are well above average and pupils achieve very well because of very good teaching.
- The subject is very well led and managed by an enthusiastic curriculum co-ordinator.
- There is a proper emphasis on developing pupils' problem-solving and higher order thinking skills.
- Good links exist between ICT and mathematics, but these links need to be planned more systematically.
- There are good opportunities for pupils to use mathematics across the curriculum.

Commentary

66. Standards in the current Year 2 are well above the national average. These standards are higher than those recorded at the time of the previous inspection, and are also higher than the test results in 2003. The main area of improvement is to be found in the increased numbers of pupils who are working at the higher level (Level 3). This improvement is due to very good teaching, which places a clear emphasis on developing pupils' numeracy, problem-solving and investigative skills, and teaching that provides opportunities for pupils to use their preferred learning styles. Learning opportunities for the more able pupils are enhanced by a mathematics club run by the co-ordinator. These strategies are having a very positive impact on pupils' abilities to solve problems in real-life situations, for example, resulting in an overall rise in standards.
67. In lessons, pupils in Year 1 double and halve numbers from one to twenty. They demonstrate a good understanding of place value. Average-attaining pupils know the value of digits in a two-digit number, whilst more able pupils extend this to three-digit numbers. The vast majority of Year 2 pupils work confidently with numbers up to 100, with one-in-three pupils working with numbers up to 1000. Pupils demonstrate good mental recall of multiplication and division facts up to 10. They can correctly identify common two-dimensional shapes and can use bar charts to represent data. When carrying out investigations, such as measuring objects in the classroom, all pupils use standard measurements, and measure accurately to the nearest centimetre. Pupils achieve very well and there is no discernable difference in the achievement of boys and girls. Those pupils with SEN and those with EAL make very good progress because of very good teaching, and the very good support given by teaching assistants.
68. Teaching and learning are very good. There are good assessment and pupil tracking procedures. Teachers use these analyses very well to group pupils in class and to plan work that closely matches the needs and abilities of pupils. As a consequence, pupils are challenged to make very good progress, whatever their ability. Teaching assistants play a major role in supporting pupils in class. They work very well with more able or less able groups and with pupils with EAL. For example, in one Year 2 lesson, when the teacher was teaching a group of less able pupils the teaching assistant was very ably introducing work on fractions to a group of higher-attaining pupils. The group was then able successfully to complete the challenging task under her supervision. Teaching assistants are well briefed and well prepared

and show that they have a very good understanding of how to support teaching in mathematics.

69. There are some good instances of the use of information and communication technology (ICT) within the subject. For example, at the end of a Year 1 lesson, pupils use a computer program to practise making numbers up to three digits. In using the program the pupils consolidate their understanding of place value. Pupils use floor robots and simple logo programs. Links with ICT are improving, with staff having access to national guidance on ICT and mathematics. None the less, there is capacity for links between ICT and mathematics to be planned more systematically.
70. The subject is very well led and managed by the co-ordinator. She leads by example, as she is a very good teacher of mathematics. She provides opportunities for staff development and training. For example, she has arranged for all members of staff to observe a leading teacher of mathematics, which helped them to improve their teaching of problem-solving and investigative skills. The co-ordinator is keen to raise standards further. She has a clear overview of standards throughout the school following her analysis of assessment results. She monitors teachers' lesson plans and pupils' work to ensure that the full curriculum is covered and is undertaking a series of lesson observations. She has provided a curriculum evening on mathematics for parents.

Mathematics across the curriculum

71. Pupils use mathematics as part of their work in other subjects, such as using bar graphs and tables to record data in other subjects. Not all links are planned, but pupils are given good opportunities to use mathematics across the curriculum and to develop mathematical skills within other subjects.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Standards are well above the national average and pupils achieve well because work is well matched to their learning needs.
- Increased emphasis on investigative skills and a consistent approach to recording results have had a very positive impact on achievement.

Commentary

72. Standards are well above the national average. This represents very good progress and achievement in relation to pupils' attainment on entry. Improvement since the last inspection has been very good. The number of pupils achieving the higher level (Level 3) has improved from below average to well above average, and progress has improved from satisfactory to very good. The performance of the school in relation to similar schools has improved from below average to well above average. Teaching has improved from satisfactory to very good, and pupils' ability to carry out investigations has improved substantially. This is due to the greater emphasis on investigative skills, new initiatives that have been put in place, and revised teacher assessment procedures.
73. Teaching is very good, overall, and leads to very good learning. It was good in one lesson observed and very good in two lessons. The strengths of teaching are teachers' encouragement and engagement of pupils, the contribution of teaching assistants, equal access to the curriculum for all pupils, and the setting of challenging work for pupils of a range of abilities. This enables pupils to progress at their own rate and to make very good gains in their knowledge, skills and understanding. There is a strong emphasis on practical activities,

enabling pupils to gain first-hand knowledge. Pupils are encouraged to question, observe, predict, carry out scientific experiments and draw conclusions from the evidence. A consistent approach to recording helps pupils to present their results scientifically. Pupils have a good understanding of their learning and know what they have to do to improve, due to the setting and regular review of targets each year, in all four aspects of science. This has a very positive influence on standards.

74. During the inspection, pupils in Year 1 successfully linked cause and effect, as they predicted whether objects could be moved by pushing or pulling and tested a number of toys to see if their predictions were accurate. Pupils in Year 2 developed an understanding of variations within a species, by researching the differences between wild and domestic cats. Opportunities are provided for pupils to develop their literacy skills through discussion, research, the use of scientific books in literacy lessons and the written recording of investigative results. Pupils' mathematical skills are promoted well through measuring, and recording results in charts, graphs and diagrams. Pupils improve their computer skills as they use programs on the Internet, such as 'Living and Growing', 'The Life Cycle of a Plant', 'The Life Cycle of an Animal', and a 'Too Simple' program, which helps pupils to record results.
75. Leadership and management are very good. The co-ordinator provides a very good role model for staff and pupils and has created a very effective team. She monitors teaching and learning in all classes and has a very clear vision for the future development of the subject. She is currently introducing digital microscopes in all classes, to further promote pupils' learning. Assessment is thorough and constructive, and is used very well to address individual pupils' needs and to identify where skills need to be developed in planning, teaching and learning. The curriculum is enriched by visits to places of scientific interest. Recent visits have been made to 'The Look Out Discovery Centre' at Bracknell, a zoo, and a rare breeds park. These experiences heighten pupils' awareness of, and interest in, science. Good resources have a positive impact on learning. The science co-ordinator has successfully raised standards through a number of initiatives. Each half-term, pupils are given a challenging problem to solve, according to their scientific ability. In groups of three, they learn to shape a science investigation and present their results. Every three years, a science curriculum evening is held, at which parents and children take part in activities together, based on investigative work, life processes and living things, materials and their properties, and physical processes.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is **good**.

Main strengths and weaknesses

- Standards have improved since the previous inspection and are now above average.
- Pupils are achieving very well because of good teaching, the good use of resources and the very good support given by teaching assistants.
- All aspects of the ICT curriculum are well covered within the scheme of work.
- The subject is well led and managed by the curriculum co-ordinator.
- The use of ICT across the curriculum needs further development.

Commentary

76. Provision has improved since the previous inspection, when standards were judged to be in line with national expectations. Now, the standards reached by pupils in Year 2 are above average. Pupils, including those with SEN and those with EAL, make good progress. They achieve well because of very good teaching and very good support by teaching assistants. There is no noticeable difference between boys and girls in achievement.
77. Teaching and learning are good. The ICT scheme is based on national guidance and the good lesson planning based on it encourages the systematic development of ICT skills as pupils

move up the school. Teachers show secure subject knowledge and confidence when they make good use of the data projector and electronic whiteboard in the ICT suite to demonstrate procedures they want the pupils to follow. For example, in Year 1, the teacher demonstrated effectively how pupils could construct a story-board by loading images on to a background and entering text into a narrative box. The teacher provided positive feedback to pupils as they completed the task and helped them to improve the quality of their work. The storyboard produced by each pair of pupils was of high quality and was the result of effective collaborative work with an ICT partner. Pupils achieve well because they are well motivated, respond well to the teacher's high expectations, and are given good opportunities to evaluate their work and to make improvements.

78. ICT is well led and managed by the curriculum co-ordinator, who has done much to improve standards in the subject. There has been good emphasis on staff development and training through the National Opportunities Fund. Unfortunately, the co-ordinator has not had sufficient opportunities to undertake lesson observations to check the impact that training and staff development are having on the quality of teaching and learning. The co-ordinator provides guidance and support to other teachers and checks teachers' planning to evaluate the coverage of the ICT curriculum. She has set in place assessment procedures so that teachers know what pupils can do and what they need to do next. The ICT programme in Year 2 is enhanced by a computer club run at lunch-time by the co-ordinator. A technician provides technical support and works effectively with teachers in ICT lessons.

Information and communication technology across the curriculum

79. There are good examples of ICT being used well in other areas of the curriculum, for example, when pupils use a story maker program in a literacy lesson and when Year 2 pupils use the internet in a history lesson to examine photographs of the Victorian period. However, curriculum co-ordinators and teachers could plan more systematically for pupils to use their ICT skills across the curriculum. The school has correctly identified the need to continue to develop this aspect of its information and communication technology work.

HUMANITIES

80. History, geography and religious education were sampled. It was not possible to make a full inspection of religious education as only one lesson was observed in this subject.
81. In **history**, pupils correctly recall key events in English history; for example, The Great Fire of London and The Gunpowder Plot. They know details of these events, such as where and how the Great Fire started, and why it spread so quickly. Pupils speak knowledgeably about key characters from the Victorian era, most notably Florence Nightingale. In the one lesson observed, pupils were provided with excellent opportunities to develop their historical skills as they observed, discussed and hypothesised about a wide range of artefacts and photographs from the Victorian period. During this excellent lesson the teacher set very high expectations of pupils' attention and effort. In response, pupils worked with great interest and enthusiasm, and became thoroughly immersed in their learning. Throughout the lesson, the teacher carefully monitored pupils' progress and asked very probing questions that were carefully tailored to challenge and inspire. Through this work, pupils were able to make good links with their past learning. For example, one pupil commented that 'Florence Nightingale might have carried an oil lamp like this'. Analysis of teachers' planning, discussions with pupils and teachers, and evaluation of past work indicate that a good curriculum is in place. Leadership and management are good. The humanities co-ordinator monitors teachers' planning, ensures that resources are available and observes teaching. There are good resources in place to support pupils' learning.
82. In **geography**, pupils use positional language, for example 'on', 'over' and 'behind' with reference to geographical features. They identify places on a map using coordinates and label features of a seashore accurately. During discussions, pupils talk about what they like about

their home town, and note differences between where they live and places they have visited on holiday. Analysis of teachers' planning, discussions with pupils and teachers, and evaluation of past work indicate that a satisfactory curriculum is in place. However, there tends to be an over-dependence on worksheets for pupils to record their work, with missed opportunities to develop pupils' literacy and geographical skills. Good resources support pupils' learning.

83. In **religious education**, pupils in Year 2 listened carefully to the story of how the friends of a paralysed man lowered him through the roof of a house to Jesus, because they believed that Jesus could heal him. This led to a productive discussion on how the teachings of Jesus affect our own lives today and how we can help not only our friends but other people also. Teaching was good and led to good learning in the lesson. Standards matched those of the locally agreed syllabus. This was confirmed by an analysis of pupils' work and discussion with a group of Year 2 pupils. Pupils have a developing awareness of the importance of key figures, sacred places and special books in Christianity and Hinduism. The curriculum builds upon pupils' own experiences and cultural identities, and they are helped to understand the concepts specific to a faith tradition. Leadership is good and the subject is managed well. The co-ordinator has recently drawn up improved assessment procedures, which should enable teachers to be more aware of pupils' individual needs. Good resources support pupils' learning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

84. Art and design, design and technology, music and physical education were sampled.
85. In **art and design**, pupils use a range of materials, tools and techniques to represent in visual form what they observe, or imagine. They use a variety of media, including pencil, paints, pastels, charcoal, clay, wax, wool and thread. In the one lesson observed, in Year 2, pupils investigated visual and tactile information that can be found on materials for building and developed their printing techniques. Most pupils correctly identified regular and irregular patterns and a few black and yellow patterns were particularly effective. Some pupils showed initiative in turning their printing blocks to create different patterns. One pupil produced a good quality wallpaper design. Resources were well organised, but there was insufficient emphasis on the teaching of skills. The school currently follows national guidance. Leadership and management are satisfactory. The new co-ordinator has a clear vision for future development and is a good role model for staff and pupils. She has produced a new scheme of work, arranged a workshop for staff and set up a rolling programme of review. Art is increasingly being seen as a medium for self-expression but, as yet, there is insufficient focus on the development of skills and techniques. Pupils in Year 2 study the work of Vincent Van Gogh and John Constable and have practised some of their techniques in their own work. An analysis of teachers' planning, discussion with pupils and evaluation of past work and current displays indicate that the curriculum is satisfactory. Assessment, and its use to respond to individual needs, is satisfactory. There are some examples of good work on display, namely stained glass windows in Year 1 and close observational drawings of plants in Year 2.
86. In **design and technology**, the curriculum builds upon the skills developed in the Foundation Stage. According to the very well produced scheme of work, pupils in Year 1 produce Jack and Jill books, Diva lamps, houses, a baby toy and backpacks. Pupils in Year 2 use joining techniques and design decorations when making Joseph's coat. They also use a variety of techniques to make pop-up Christmas cards, glove puppets, winding mechanisms, Easter containers and cards and pull-along toys and vehicles. A few examples of these items were on display. There is a programme for food technology, which builds on pupils' prior skills. The scheme of work suggests that skills are developed progressively and that pupils

undertake a broad range of designing and making activities. In discussion, pupils are clear about what they have designed and made, but there is insufficient evidence available to make a judgement on the quality of their work.

87. In **music**, the arrangements for the teaching have changed since the previous inspection because music is no longer taught by a specialist teacher but by class teachers. Teachers use national guidance in their planning for music and this is complemented by a commercial scheme providing a clear structure for the teaching of the subject. Pupils in Year 2 are taught the recorder and to read music by their class teachers. In assemblies, pupils sing well and with enjoyment. Learning opportunities are enhanced by a music club run by the co-ordinator, who manages the subject well.
88. In **physical education (PE)**, pupils know how to exercise safely, and describe the effect of exercise on their bodies. In dance lessons, they demonstrate good awareness of space as they move like different toys from 'The Magic Toyshop'. In these lessons, pupils create effectively the slow, large, lumbering movements of a teddy bear, and the erratic and fast movements of a clockwork mouse. In games lessons, pupils pass and catch a ball accurately in different ways, displaying good levels of co-ordination. They achieve this task well when they are standing still, but find it difficult when they are moving.
89. In the three PE lessons observed, teaching was at least good. The strengths in teaching relate to planning, management and organisation, good guidance on how pupils can improve their performance, and good use of pupils to illustrate teaching points and highlight good practice. In response, pupils are keen and enthusiastic, demonstrate good attitudes to their learning and achieve well. The curriculum is well-structured to include all the required elements. Leadership and management are good. The co-ordinator regularly provides demonstration lessons and has a clear over-view of the subject. Resources for learning are good.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

90. The arrangements for personal, social, health and cultural development are very good. They contribute significantly to the sense of harmony and common purpose in the school, in which each person feels valued and is helped to achieve his/her full potential. The very good caring relationships between staff and pupils contribute to a socially and racially harmonious community in which all pupils have equal status and show tolerance and respect for one another, and for views different to their own. Unsocial behaviour in stories, or in reality, is discussed sensitively with regard to the person or people affected by it. A comprehensive scheme of work is in place and weekly lessons are timetabled for each class. Children have opportunities to express their feelings and opinions about a range of issues and concerns. They feel that issues are taken seriously and are addressed well. There is a well-planned programme of topics, many of which are dealt with progressively; for example, friendship and values. The school successfully promotes health awareness. Pupils learn about the importance of exercise and healthy eating. They discuss physical well-being in physical education lessons. Pupils frequently work together in pairs or in groups of different sizes, ability or gender, in all subjects. They discuss the school rules and draw up class rules to guide their behaviour. Pupils are very supportive of each other when difficulties arise and whole-class discussions are very productive.
91. PSHE, including citizenship, is promoted well through the annual visit of the Life Education Bus, which promotes knowledge and attitudes towards keeping safe and healthy and forms the basis for future work in connection with drugs education. Pupils are given strategies for keeping safe, which are reinforced by the 'Kidscape' scheme once a year, which includes topics such as bullying, talking to strangers and saying 'No'. Pupils are well prepared for self-learning and citizenship development. They are listened to, and feel that they have a voice. Older pupils have responsibilities as monitors, and pupils in each class carry out regular duties. Citizenship of the wider world is fostered through links with a number of charities and local churches.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

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

Overall standards achieved	2
Pupils' achievement	2

Pupils' attitudes, values and other personal qualities	2
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	2
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	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	2

The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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